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ABSTRACT

A 3-year Project ABLE social studies curriculum for vocational students was developed by high school teachers around general vocational, citizenship, knowledge, and self-fulfillment objectives and emphasized problem-solving ability, use of new instructional materials, different teaching strategies, and individualized instruction. Structured at three levels of learning, course content at the 10th grade consists of general concepts and treatment of political, social, and cultural problems in diverse societies, while the 11th grade limits the study of concept and treatment to a specific society and the 12th grade to the individual's role in that society. During the first year (1968-69) of implementation, several problems hampered the introduction of the instructional materials which necessitated revisions in subsequent materials. It was also found that in order to objectively evaluate the materials, special criterion measures or appraisal techniques were needed. Other recommendations were that materials should be evaluated against stated learning objectives, student population should be altered to a size permitting validation of the materials, and the format of the units should be changed to provide more variety of instructional media. Several project materials are appended. (SB)

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Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School

The Social Studies Curriculum

September 1970

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FOREWORD

The major sections of this report contain a report summary, a statement of rationale, the history of the curriculum development, implementation and evaluation of the curriculum materials, and recommendations for future use of the Social Studies Curriculum.

REPORT SUMMARY

The contents of this report include the evolution of the Project ABLE three-year social studies curriculum for vocational students. It traces this development from the early meetings held by the advisory panel which set general social studies objectives for non-college bound students, through the writing of specific learning units designed to meet those behaviorial goals, to the present activity of continued development and revision of learning materials. Particular attention is paid to the attempts at implementation and the problems associated with the evaluation of these learning units in an experimental classroom situation during the 1968-1969 school year in Quincy, Massachusetts.

RATIONALE FOR THE SOCIAL STUDIES CURRICULUM

Project ABLE Social Studies

In recent years curriculum revision in all areas of education has been stimulated by the realization that many of the traditional objectives and teaching strategies need to be updated. For this purpose, the Project ABLE Social Studies curriculum has tried to adapt the pedagogical principles of the new social studies to meet the needs of the vocational-technical students whom the ABLE curriculum will serve.

Project ABLE, in general, has defined four major areas of educational objectives for itself. These are: (a) specific vocational objectives, (b) general vocational objectives, (c) citizenship objectives, (d) knowledge objectives, and (e) self-fulfillment objectives. The social studies focus primarily on the last four objectives.

GENERAL VOCATIONAL OBJECTIVES

This domain of objectives...has been described in the broad categories of knowledge pertaining to: (1) choosing a career; (2) forging a career; and (3) demonstrating basic vocational skills. It is evident that these general knowledges are intended to aid the individual in estimating his own capabilities, and also in surveying the occupational possibilities available to him. Additionally, they include such areas as work habits and attitudes, and certain basic forms of adjustment to the work situation. Finally they include a number of very important knowledges that are general to a variety of occupations, which may be called "technological knowledge". Some of these objectives are normally considered part of "guidance" and do not pertain to the social studies area. This is true of the knowledge of the individual's own abilities and interests, and other information contributing to self-knowledge and self-development. But others of these objectives legitimately may be classified in the "social studies" area. These pertain to such components as the nature of occupations, salaries, progression, mobility, labor-management relations, how goods are produced, how money is employed, as well as certain general vocational skills and work habits. In other words, the

social studies area is concerned with imparting the basic knowledge about vocational trends and changes so that graduates can adapt these constant changes when they accept responsibility in the world of work.

CITIZENSHIP OBJECTIVES

It is the job of the social studies curriculum to provide a basis for responsible citizenship. ABLE planners believe that the selection of content in this area should emphasize the highly probable decisions and responsibilities to be taken by an adult with a family. In other words, "citizenship training" or "civic education" should include..."the development of a set of attitudes toward individuals and groups, a way of arriving at decisions through a rational decision-making process, a personal value system in accordance with a democratic credo, and a body of information about society and government which can serve as the basis for a rational decision-making process in personal and civic affairs." (Fenton, 1966) Both content and methods of teaching ABLE Social Studies are therefore determined, to a large extent, by the overall objective of developing responsible citizens. The important dimensions of responsible citizenship include:

1. Classes of human social activity, describable in the three principal categories of (a) participating in the formal operations of society; (b) facilitating and augmenting societal operations; and (c) working to achieve social change.

2. Kinds of societal goals toward which the activities of the individual are directed. Such activities, for example, may at one time or another be primarily directed at the societal goals of safety and health, education, economic welfare, defense, or others.

3. The societal unit whose operations provide the target of the individual's activity. One thinks first of the family as an entity which might be such a target. Others are political, social, or business "clubs", local, state and national governments, or even world organizations like those of the United Nations. (Gagne 1965)

KNOWLEDGE OBJECTIVES

The selection of content for the ABLE Social Studies units is primarily motivated by the overall objective of developing rational thought processes which are so vital for responsible citizens in a democratic society. This decision means that the materials must be relevant to the student's present and future experience and must be of interest to the student, if they are to encourage reflection upon the values and modes of behavior which our culture deems important. The particular historical issues and trends to be studied have been selected for their capability to throw light on contemporary problems. The appropriate generalizations and concepts from the social science disciplines are employed within these units to facilitate rational analysis of both past and contemporary problems. Only if the content of social studies courses reflects the working adult's concern with various societal groups which affect him realistically will the student acquire the content base necessary for making rational decisions in his adult world.

SELF-FULFILLMENT OBJECTIVES

This concept defies definitions because it encompasses the wide area of satisfaction derived from leisure time activities. Leisure time has increased significantly for many people and it becomes more apparent that educational programs should be designed to help people enjoy a satisfactory leisure. Although the school cannot assume total responsibility for individual development in this area, it can provide guidelines for the acquisition of cognitive skills and various areas of social involvement that lead to self development.

The forward-looking implications of selection from this domain may be summarized as follows:

1. Objectives need to contain a reasonably adequate representation of literature and the drama of history. For the individual adult, such activities may be reflected by his reading, watching movies or television, listening to radio, attending the theater.

2. Provision should be made for opportunities for the individual to increase his appreciation of music and visual art.

3. Opportunities should be provided for development of athletic skills and appreciations.

4. There should be opportunities for development of individual skills that may be involved in hobbies, games, and other forms of recreation.

MODE OF INQUIRY

A problem-solving approach seems desirable in view of the fact that ABLE citizenship objectives emphasize the making of responsible decisions. The student must develop the skills needed to evaluate any given issue through a rational decision-making process. Making the decisions is equally as important as developing a backlog of accurate information upon which to base these decisions. This problem-solving emphasis has made the historian's mode of inquiry the most important criterion of content selection, for it seems that the student might be best served by being given the raw data himself and learning to ask his own questions rather than by being asked to master the conclusions of scholars about questions which he only dimly comprehends. By learning not only a set of facts but a mode of inquiry the student ought to be able to analyze similar relationships whenever he sees them.

The historian's mode of inquiry is essentially an adaptation of the scientific method for use in the social sciences, or the formulation and validation of hypotheses of a social science nature. It consists of a number of cognitive skills combined in logical order in the following six steps (Fenton, 1967):

A Mode of Inquiry for the Social Sciences

1. Recognizing a problem from data
2. Formulating hypotheses
   - Asking analytical questions
   - Stating hypotheses
   - Remaining aware of the tentative nature of hypotheses
3. Recognizing the logical implications of hypotheses
4. Gathering data
   - Deciding what data will be needed

Selecting or rejecting sources on the basis of a statement's logical implications

5. Analyzing, evaluating and interpreting data
   - Selecting relevant data from the sources
   - Evaluating the sources
     - Determining the frame of reference of the author of a source
     - Determining the accuracy of statements of fact
   - Interpreting the data
6. Evaluating the hypothesis in light of the data
   - Modifying the hypothesis, if necessary
     - Rejecting a logical implication unsupported by data
     - Restating the hypothesis
   - Stating a generalization

MATERIALS

The success of implementing ABLE objectives requires new materials to supplement or replace the traditional textbook and to support ABLE objectives and teaching strategies which allow more active student participation in the learning process. For many teachers neither the objectives nor the materials employed to achieve them are new. However, it is only recently that they have become an explicitly stated part of the teaching of history and social studies. The use of source materials -- documents, biographies, autobiographies, fiction, chronicles, case studies -- and appropriate activities -- simulation, role playing, discovery -- though not original with Project ABLE or any other curriculum project, are absolutely essential if students are to practice the skills of a mode of inquiry and to make their own decisions on a particular issue. In addition to the printed page, supplementary audio-visual materials including films, filmstrips, transparencies, records, tapes, simulations games, models, and slides are employed to aid the students in achieving specific skill and content objectives. The ABLE social studies curriculum has relied heavily on such materials in order to encourage the students to induce their own conclusions from a body of data. See Appendix H.

INDIVIDUALIZED INSTRUCTION

It seems that the most efficient way to achieve both the general vocational goals and the citizenship objectives for Project ABLE students is through the vehicle of individualized instruction where each student can work through units at his own pace to maximize his own capabilities. The learning experiences are organized on a sequential basis and the student progresses to a new learning experience only after he has mastered the previous one. This does not mean, however, that the individual student works alone in his own cubicle, for isolation would defeat the citizenship objectives which call for an understanding of group interaction.

Project ABLE Social Studies units have been arranged so that students work independently to collect the required information in a "learning experience." Students usually gather either in small groups of three or four or as a whole class for the task of analyzing and evaluating the information collected in order to reach a rational decision regarding the issue. It is this combination of individual and small group activity which accommodates an individual's social need not only to work alone but, at the same time, benefit from the exchange of ideas so necessary in a problem-solving situation. Through group interaction at the proper moment within his total learning experience, the student is forced to define his own attitudes and values, analyze and possibly incorporate conflicting opinions, and then reach a decision upon the particular issues at hand. It is this rational decision-making process employed both in personal and group affairs which constitutes responsible citizenship. Through the individualized learning process, the student achieves learning unit objectives in varying amounts of time. As each objective is achieved, the student completes one segment of the structured learning process by submitting to a diagnostically oriented evaluation to check his progress.

TEACHING STRATEGIES

It is obvious that the teacher who is operating in a learner-centered situation based on the historian's mode of inquiry, and incorporating a vast range of learning materials, plays a new and different role in the classroom. For example, teachers may interact with students on a tutorial

basis, as a resource person, a diagnostician or as a supervisor for paraprofessional personnel.

The teacher is still a source of information and a vital part of the student's learning because of the wealth and usefulness of his experience. But he is no longer the sole determinant of what or how the student will learn. No longer will uniformity of learning activities suffice in the classroom. Students now become more actively involved in the learning process as they assume more responsibility for their own educational development. Even though the teacher is still the final judge of a student's performance, in his new role as a director of learning he shares with each student the responsibility for acquiring meaningful classroom experiences.

Each student receives one learning unit at a time. The learning unit describes in behavioral terms what its objective is and then provides a sequential set of learning experiences to guide the student to the achievement of the objective. Widely varied learning activities included in the units are purposely designed to facilitate content retention, to encourage analytical thought, and to enhance student motivation in the learning process.

Reading assignments and related activities designed to facilitate the acquisition of data are spelled out for the student; films, records, and the like are suggested; debates, panels, and discussion groups are outlined to stimulate group interaction in the decision-making process. Within the unit there are several written assignments which the students are required to hand in or to show to their teacher. When the student feels that he has completed the unit to his own satisfaction, that is, that he feels he has achieved the stated goals, he should go to the teacher, who will then administer some kind of evaluation activity for the unit. This evaluation may be an objective or essay examination, a photo essay, an oral exam, or the like. Then student and teacher together will decide whether the student has successfully attained the objectives of the unit and thus whether or not he is ready to proceed to the next unit.

As the student proceeds through any unit he may choose to eliminate some of the assignments if he thinks that he can fulfill the stated objectives without them. On the other hand he may choose to delve more deeply into the topic by completing one of the optional phases of the unit or by

asking the teacher for additional material to supplement the learning activity. The student also has the option of following the course of study exactly as it has been set up in the learning units. Here again, the student plays an active role in directing his own learning. He and the teacher can work together to tailor the units to the individual student's interests, needs, and abilities.

CUMULATIVE SEQUENCE

The three-year curriculum allows a student to continue to mature in these attitudes and values within the realm of his ability. To carry out these goals, the course content is structured at three levels of learning. General concepts were developed at the tenth grade level to introduce the student to various social, political and cultural problems in diverse societies and the process by which they were solved. A gradual specialization takes place in the eleventh and twelfth grades so that upon completion of the curriculum, the student is prepared to transfer these concepts to a personal level. The eleventh grade limits the study of concepts and treatment of cultural problems to a specific society - the U. S. The twelfth grade limits further these concepts to the role of the individual within that specific society. An example of a topic continuum on revolution is:

1. In the tenth grade, the student is introduced to a mode of inquiry as a means of historical analysis. Because emphasis is placed on decision-making and problem-solving, the student will need to develop tools necessary for evaluation of problems. The student will be given a problem-solving situation; then led to employ the tools necessary to induce solutions to various social problems. Similar problems as treated by comparative cultures will comprise content at the first level; the concept of "revolution" as occurring in Russia or Latin America might be considered -- what conditions contributed to the revolution, by whom was this revolt led, what results were gained, and how were the lives of the people altered?

2. In the eleventh grade, the second level deals with problem-solving as encountered in a particular society, namely the United States. Here the concept of revolution is examined within an established

political structure. The definition of the terms must be made clear -- what factors are used as guidelines to effect change in this individual society, does the established government permit a change by internal forces, and if so, how? The New Deal and/or the Civil War can be used as vehicles as a means of comprehending radical changes within the United States.

3. In the twelfth grade, the student will examine his attitudes and values about his society; the forces which affect him and the issues which confront him and influence decisions in his daily life. At this level, value dilemmas will be posed to stimulate class discussions; to help students think for themselves and reflect upon those values and attitudes with which they have been raised. Continuing the study of revolution, the student would now question the right of the individual to revolt -- to what degree, if any, can one loyally dissent? Does the individual possess the right to demonstrate, burn a draft card? How is he affected and on what values will his decisions concerning social issues be based?

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HISTORY OF THE SOCIAL STUDIES CURRICULUM

The Social Studies Curriculum Committee began to state objectives and discuss content for the Project ABLE Social Studies curriculum in January, 1966. The behavior objectives indicated on pages 12-21 of the Second Quarterly Report, (Morrison, 1965) and revised and implemented into content areas on pages 15-16 of "Curriculum Implications of the Study of Objectives: a Working Paper," 31 December 1965 (Gagne) were agreed upon by the committee as the framework for this curriculum. This brief "history" describes how the objectives were decided upon by the original panel members, how they guided the selection of content by the Quincy coordinator and the AIR developer and how the implementation and evaluation revision of the social studies curriculum plans are being continued.

At the first session of the original committee, the following points were agreed upon:

1. Objectives for college bound and non-college students are essentially the same.
2. The organizing principles for the Project ABLE Social Studies curriculum should be problem-solving and decision-making using individualized instruction.
3. Traditional curricula structured along chronological lines and the theory of the "expanding universe" are inadequate.
4. The selection of specific content areas should meet the following criteria:
    a. Relevance to the student's present and future experience
    b. Interest to the student
    c. Value clarification--what cultures consider important
    d. Imparting substantive knowledge of the social science disciplines
    e. Teaching intellectual abilities and skills of the social studies disciplines

The criteria for selection content is based upon Krathwohl, Bloom and Masic, Taxonomy of Educational Objectives: the Classification of Educational Goals, Handbook II, Affective Domain.

The next stage of planning centered about the categories of organizing principles. Decision-making for three major institutions in the world society -- namely, large groups, small groups and individuals, would be examined in grades 10, 11, and 12. These were transposed in area titles "Problems of a World Society" 10th, "Problems of a Particular Society: the United States" 11th, and "The Individual in Society: an American" 12th. More traditional course titles were agreed upon to alleviate fears of history instructors that traditional subjects were being eliminated from the curriculum. Specific content areas and topics for each grade were tentatively discussed, and later used as the basis for final topic selections. It was assumed that the curriculum designer would incorporate inter-disciplinary and cross-cultural information into the development of the learning units, emphasizing the movement away from traditional textbook teaching to case studies, interviews, use of original source material, etc., used in the "new" social studies. This meant the bulk of the courses were to be structured around new materials currently being published and those in various stages of development in curriculum centers throughout the country.

By November, 1966, the social studies curriculum for the Quincy Vocational-Technical School was progressing. Quincy teachers were responsible for the development of the initial learning units which were implemented as a new program in September, 1967. Because of the heavy demand made on a teacher's time, an additional full time staff member was required to develop the remainder of Project ABLE materials. This was accomplished in September, 1967 when an AIR curriculum developer began coordinating the eleventh grade social studies curriculum.

From this point the social studies curriculum was primarily a combined effort of the Quincy coordinator and the AIR curriculum developer. Following the suggestions made by Dr. Gagne in the Third Quarterly Report, 1965, curriculum topics for each of the three grades were chosen. See Appendix I. Selection in these areas emphasized the knowledge required for probable decisions and responsibilities made by an adult with

a job and family. Multi-media and written materials were selected on the basis of their inter-disciplinary approach, reading level and student interest. The overall objective was to develop inquiry and decision-making skills which could be used independently by each student. Each topic has its own set of materials -- the use of one textbook on which all classroom learning experiences are based was eliminated.

IMPLEMENTATION

September 1967 marked the initial tryout of the new social studies materials developed during the previous summer by a team of Quincy High School teachers. These learning units were used as instructional tools in two 10th grade World Cultures classes in the Quincy High School. About 60 students representing the vocational school population were given these Project ABLE learning units. Although originally intended as individualized units, they were not used in an individual learning situation. Time, lack of adequate funds, inappropriate class settings, all contributed to the prevention of a test-revise-retest cycling of individual instructional modules prior to implementation within the functioning system. These classes were conducted in a traditional setting, but because of the ABLE units, more inter-disciplinary, cross cultural and skill-oriented course content was emphasized than in the regular high school classes. However, it became apparent that the original goals of individualized instruction were not being achieved.

As was previously mentioned, learning units had been developed in the summer of 1967 by Quincy teachers but these were proven to be inappropriate in the World Cultures section. The units typical of nearly all ABLE attempts in both academic and vocational areas, were too esoteric for a vocational student to work through -- the learning activities followed no logical pattern, the reading level was too advanced and it was impossible to use these in a self-instructional situation. The time and effort devoted to the preparation of these units was, however, enormous. Fortunately, the topics of the units, as well as many resource materials, were later used in successive activities.

As the 1967-68 school year progressed, plans were made by the newly employed curriculum developer in Pittsburgh and the Quincy co-ordinator (teacher) to begin the revision of the 10th grade World Cultures units and plan the development of the 11th grade American History units. See Appendix E. At this time only one member of the Quincy staff was employed to revise Project ABLE units. The members of the staff who had worked industriously during the summer of 1967 were absorbed with the demanding schedule

of full-time teaching duties and, in the case of one member, chairmanship of the Social Studies Department.

In September 1968, a totally new environment for the implementation of the academic curriculum areas was created by setting up an experimental classroom in the vocational school. There were twenty vocational students randomly selected for Project ABLE 11th grade, and twenty vocational students randomly selected for Project ABLE 10th grade academic classes. Junior ABLE students met in the morning and sophomore ABLE students met in the afternoon. Each group spent approximately four hours using ABLE individualized instructional materials in all four academic areas. For the remainder of their day these students attended shops and other classes in the vocational school.

The double classroom, divided by a folding door, was located beside the Project ABLE office. It contained bookcases, cupboards for the instructional materials and movable desks and carrels. The students were to have complete mobility within the classroom. However, this mobility was not always used to the best advantage because inactivity of students was observed. The environmental setting became increasingly boring to the students, understandably so, because they spent four consecutive class periods a day in one room.

A sample set of the 11th grade materials was tested for a week on a small group (5) of Quincy students in May, 1968. Revisions were made based on this experience. As expected, actual use of the materials revealed both their strengths and weaknesses:

1) The role of the teacher is vital in an experimental program, especially when cast in a new role of guiding the use of self-instructional materials and placed in a position of using inadequately tested materials. Unless the teacher is an advocate of the philosophy of the program, it is difficult to positively direct a student in his learning experiences. At times there was a communication lag not only between the curriculum developer and the teacher, but with the office staff as a whole, which negated both the instruction and development of some materials.

2) There were several predictable outcomes concerning the media of instruction. a) Students whose attention span for "academic" subjects is limited were bored when using the same format in studying four consecutive subjects in the same classroom! b) There was too much emphasis placed on reading and writing activities. In some cases, films for activities were suggested that either didn't arrive on time or weren't used. It is difficult to write in such media because of timing, cost and availability. When devices such as pictures, simulation games, role play were used in the learning experiences and evaluations, they usually illicited favorable response. c) Group activity, although written into the social studies very extensively, seemed to be successful only when supervised. Even though students have every intention of working out a problem, etc., they were easily sidetracked. d) It is a huge task for the teacher to keep up with the evaluation of all learning activities, projects, etc., in such a class, but students at times received little feedback to items answered. Perhaps a teacher aide could fill in the gap. Responses were often vague and too often they remained unclarified. In social studies, we are dealing with rational decision-making, value clarification and attitude development and these skills are ones which require tolerance, understanding and objectivity by the teacher. e) Some of the learning experiences need to be rewritten more simply and concepts presented in easier and less complex steps.

3) Student reactions (Appendix G) were varied, but primarily favorable to the year's experience. The most universally positive response was for being permitted and encouraged to work at individual rate without the kind of pressure that vocational students often experience in an academic classroom. At first the students were unsure of themselves, unable to decide whether or not they had achieved the objective of the learning unit and were therefore not eager to take a performance evaluation. Gradually, however, they learned how to pace and judge themselves more effectively. They began to use the teacher in a more meaningful manner as a

resource and guide to further their learning experiences. This type of active participation in the learning process served also to enhance general student motivation, thereby maintaining a higher interest level in classroom activities.

Another important aspect of the students' favorable response was their reaction to the kinds of materials employed by the learning units. The most popular units were those which involved the students in role playing, simulation games, panel discussions, and the like. Films and other standard audio-visual materials were popular only when they were of good quality. Activities which did not depend on a lot of reading and writing were received more favorably and tended to be more successful learning experiences for most of these vocational students who have learned to think of reading as an unpleasant chore primarily because they cannot read well or easily.

The students' criticisms of the units were consistent with their favorable responses. The most unpopular units were either those which involved a great deal of reading and writing or those of historical rather than contemporary (and therefore considered more relevant) content. Requests for shorter and easier readings were frequent as were requests for more active learning experiences and audio-visual materials.

At several intervals during the experimental year the students were given a questionnaire to respond to the Project ABLE social studies curriculum. They were asked such questions as the following:

1. What did you like best this year?
2. What did you like least this year?
3. What would you eliminate for next year?
4. What would you be sure to include next year?
5. What would you change for next year and how?

EVALUATION

It has been previously mentioned that an attempt was made to implement instructional materials in two traditional social studies classes during 1967-1968. These materials were not used in their original form because:

1) They contained too few learning sequences to achieve the stated objectives.
2) The learning steps were too complex.
3) Learning activities contained too many paper and pencil exercises.
4) Students were unsuccessful in working independently because of gaps in the materials.
5) The reading level was too high.

Again, such problems seemed to characterize development in most ABLE areas. Subsequent revisions of the 10th grade World Cultures were made based on the above mentioned weaknesses. In both the World Cultures materials and the developing 11th grade American History units, emphasis was placed on simplifying every phase of the unit - reading level, learning steps, concepts, etc., in order to strengthen some of the weaknesses discovered in the early materials.

At the beginning of the academic year 1968-69 the STEP battery of standardized achievement tests were administered to the participating vocational students in junior and sophomore ABLE classrooms. At the same time, these tests were also administered to control groups. At the conclusion of the year the decision was made not to administer the post test. Difficulties in appropriate implementation, inadequate testing of learning modules, extensive time required for testing sessions, student resistance to such an intense testing situation, increasing doubt of the reliability and validity of the results, all signaled the need to terminate such evaluation activities.

No other standardized insturments have been employed. In order to objectively evaluate these materials, special criterion measures or appraisal techniques need to be developed. No standardized tests exist which appropriately measure student achievement of the type of behavioral

objectives that form the core of these learner-centered materials. Because of this major restriction, further revision will be based upon observation, teacher reaction, student reaction, and conversations during the year between the curriculum developer and the staff.

RECOMMENDATIONS

One of the most obvious benefits of any such practical experience is the basis it provides for improvement of the program. The following suggestions are offered if the current program continues:

1) An in-service teacher training program must be provided for all participating teachers who accept responsibility for using ABLE instructional materials. See Appendix F.
2) Revisions of the existing materials and development of any new materials must be a cooperative effort by the curriculum developer and the teachers. In the event that a curriculum development project should again be established with similar geographical separation between the development staff and the operational system, some form of communication and feedback should be built in. It is imperative to the potential success of the implementation and revision process.
3) Materials must be evaluated against the stated learning objectives. This can be accomplished only if the appropriate measures are devised to adequately evaluate these objectives.
4) Student population should be altered to such size that will permit necessary validation of the materials before implementing them into an operational system.
5) The format of the learning units should be changed to provide more variety of instructional media so that students are not bored by following the same procedure four consecutive hours over five consecutive days. The uninterrupted use of the same medium is guaranteed to destroy motivation.
6) A trained observer could supply information to both the curriculum developer and the teacher on classroom behaviors, attitudes, work habits, etc., thereby increasing the opportunity for maximum learning to take place.
7) Technical editing services should be included as an integral part of the development, testing, revision, and retesting cycle.

8) Instrument procedures for evaluating the materials should be established at the beginning of the school year and followed through to completion of that academic year.

9) A teacher aide could relieve the teacher of busy work such as recording student reaction forms, checking all learning activities, etc., thereby allowing the teacher more time to collaborate with the students. The social studies materials contained many open-ended responses designed to spark small group discussions. However, in order for the overall objectives of this mode of instruction to be met, guidance and direction are required by the teacher.

APPENDIX A

Introduction to the Student - including
the learning units "Studying History" - 10th grade

STUDYING HISTORY

Introduction to the Student

Have you always thought that history was a very boring study of dead people, faraway places, and insignificant dates? From your past experience, you are probably thinking "yes" to yourself, but history does not have to be that way. Suppose you look at the study of history as if you were a detective trying to solve a crime. As an historian, you raise a question (crime), and you investigate past history (evidence) to find the answers (solve the crime). As long as the questions that you are asking are important to you and arouse your curiosity, you will enjoy seeking the answers to them by studying history. This course is designed to help you raise historical questions and look for the answers to those questions.

Before you begin to study how other people have solved problems like the ones which you are today, you ought to devise a useful way of examining such problems. These first four learning units are designed to help you find out how to analyze the past in a meaningful and enjoyable manner. They will introduce you to the techniques of raising questions, searching for information to answer your questions, and drawing conclusions from your investigation. You probably won't become an expert just by working through one week of learning units, but as you raise questions and investigate them throughout the course, you will increase your ability to use the tools for analyzing history. Only by successfully applying these tools can you be sure that you have mastered them.

In order to help you develop some of the tools of historical analysis, you will investigate an event which occurred in New York City in the summer of 1964. Some of you may remember the shooting of a 15-year-old Negro boy, James Powell, by a policeman. This incident touched off a series of riots and violence in Harlem because many people felt that the policeman had not been justified in shooting the boy. As you read the newspaper accounts of the incident, try to apply the tools of historical analysis to them so that you can decide for yourself whether or not the shooting was justified.

LEARNING UNIT I

Studying History

OBJECTIVE: Analyze the given information to determine which of the statements are factual and which are interpretive.

OVERVIEW: You will be reading part of a newspaper article from the New York Times (7/17/64) which covers the James Powell incident. Some of the information in the article is factual and some of it is merely the author's interpretation of what he saw and heard. In this unit, you will learn to distinguish between those statements which are facts and those which are really the author's interpretation of the facts.

LEARNING EXPERIENCES:

1. Read Reading 1, "Negro Boy Killed; 300 Harass Police--Teen-Agers Hurl Cans and Bottles After Shooting by Off-Duty Officer," Theodore Jones, New York Times, July 17, 1964.

2. List five statements in this article which you consider to be facts.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

3. List five statements which you think are the author's opinion or his interpretation of the facts.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. What standards have you used to determine the difference between factual statements and those which are opinion or interpretation?

_____

_____

_____

_____

5. Can you think of any other rules which would help you to distinguish between facts and opinions? If so, list them below.

_____

_____

_____

6. Below you will see two statements. Decide whether each one is factual or an opinion, and check the correct space. Then explain how you made your decision.

a. James Powell was killed by a policeman.

Fact _____ Opinion _____

_____

_____

b. Negroes in New York City live in overcrowded and generally disadvantaged living conditions.

Fact _____ Opinion _____

_____

_____

7. You have probably decided that <u>both</u> of these statements are facts, and you are correct. You can see that the standards of facts or validity which you listed in Nos. 4 and 5 above, apply to both of these statements. Therefore, they are both factual statements. There is, however, a slight difference between these two types of facts. The first one is a single-event fact, and the second one describes a standing condition. For our purposes today, the differ-

ence between a. and b. above is unimportant. What is important is that both statements are valid (you accept them as true or factual), because they fit the standards that you have set above.

8. Get a student evaluation from your teacher.

SUMMARY:

You have just completed a unit in which you have practiced one of the most important tools of historical analysis--that of distinguishing between valid or true statements and those which are the opinion of the writer. Using this tool is as important in daily life as it is in your social studies class. Throughout this course, as you raise questions and gather data, remember to use your standards of validity in analyzing and evaluating any information which you use.

LEARNING UNIT I

Reading 1

NEGRO BOY KILLED; 300 HARASS POLICE--TEEN-AGERS HURL CANS AND BOTTLES AFTER SHOOTING BY OFF-DUTY OFFICER*

An off-duty police lieutenant shot and killed a 15-year-old Negro boy in Yorkville yesterday when the youngster allegedly threatened him with a knife. After the shooting about 300 teenagers, mostly Negroes, pelted policemen with bottles and cans.

Before order had been restored by 75 steel-helmeted police reinforcements, a Negro patrolman attempting to disperse the screaming youths was hit on the head by a can of soda. He was taken to Lenox Hill Hospital where his condition was later reported as good.

The shooting occurred at 9:20 a.m. outside a six-story white brick apartment house at 215 East 76th Street, opposite the Senator Robert F. Wagner Junior High School where summer school classes were in progress.

The dead boy was James Powell, a student at the school, who lived at 1686 Randall Avenue, the Bronx. The police said the youth had been shot twice--in the right hand and in the abdomen--by Lieutenant Thomas Gilligan of Brooklyn's 14th Division.

The trouble began when Patrick Lynch, superintendent of the building at 215 East 76th Street, sprayed water on three youths while he was washing down the sidewalk, according to Deputy Chief Inspector Joseph Coyle of the Manhattan North Detectives.

"The youths and the superintendent had some heated words," Inspector Coyle said, "and then the superintendent ran into the building with the boys in pursuit."

---

* "Negro Boy Killed; 300 Harass Police--Teen-Agers Hurl Cans and Bottles After Shooting by Off-Duty Officer," Theodore Jones, New York Times, July 17, 1964. (Reprinted by permission of the New York Times.)

Lieutenant Gilligan, according to the police official, was in a television repair shop next to the apartment house. He had taken a small radio there for repairs, and on hearing the commotion, left the store to investigate.

"The officer was dressed in civilian clothes," Inspector Coyle said. "He saw the boys banging on an apartment door with a garbage can lid and ordered them to stop.

He showed his shield and one of the boys (later identified as Powell) came after him with a knife. Powell refused to heed the lieutenant's instructions and continued toward him with the knife in his hand. The lieutenant warned him, but the youth raised the knife."

The police official said that Lieutenant Gilligan then drew his service revolver and warned the youth again. As Powell advanced, the lieutenant fired "in defense of himself," Inspector Coyle said.

First Shot Hit Hand

"The first shot hit the boy in the right hand but did not stop his advance," the inspector said, "and then the lieutenant shot several times at the boy."

The boy crumpled to the ground in front of the building. The pocket knife he was said to have carried was found in the street, a foot from the curb, the police said.

The police said later that Lieutenant Gilligan had fired three shots. "One bullet," Inspector Coyle said, "had passed through Powell's right wrist and struck him in the right shoulder. Another passed through the youth's abdomen. The third shot missed the boy and went through a glass panel in the door of the apartment house."

Inspector Coyle said that Lieutenant Gilligan had been cut on a finger as he and Powell closed in on each other. The lieutenant was taken to Roosevelt Hospital where he was treated and released.

Lieutenant Gilligan, who is 36 years old and lives in Manhattan, has received 19 citations for outstanding police work since he joined the force

in December. 1947. The six-foot, 200-pound police officer was cited four times for disarming men with guns.

The police said the superintendent had also been injured as he fended off a blow from a bottle thrown at him before the shooting. Mr. Lynch, who is 34 years old, was taken to Roosevelt Hospital and treated for a possible fracture of his left hand, the police said.

The superintendent could not be reached for his version of the events that led up to the shooting.

Another Version

But several witnesses to the shooting give a version that differs from that of the police.

Shirley Robinson, a 14-year-old Negro student at Wagner Summer School, said that the superintendent had provoked the boys by deliberately spraying water on them.

"He didn't want anybody standing on that side of the street," she said, "so he began spraying water on everybody.

There were about seven kids near the stoop of the building, and when he started spraying water, somebody yelled, 'Say mister, look out!' The superintendent then said--and I heard him--'I'm going to wash all the black off you.'"

"Some of the youths," the girl continued, "then threw bottles and ashcan covers at the superintendent who finally ran into the building."

"I saw the boy go into the building, and he didn't have any knife then," she said. "When he came out, he was even laughing and kind of like running, and then the cop on the street went into the building, and then he shot him, then twice more, and then when he was on the ground, turned him over with his foot."

She said that the police lieutenant had not warned Powell and that when he came out of the hallway, he didn't have a knife.

The girl who lives at 360 Beekman Avenue said the students had been waiting for their 10 a.m. class at the school.

The school in the predominantly white neighborhood has pupils from Manhattan and the Bronx in its summer classes.

A Housewife's Story

Another witness to the shooting was Mrs. Beulah Barnes, a Negro housewife and nurse who lives at 90 Pitt Street.

"I saw the superintendent spraying a bunch of colored kids," Mrs. Barnes said, "and as the kids moved back, he went after them with more water. Then someone threw an empty soda bottle and then another bottle. Then the man went into the building and then a colored boy ran after him.

The boy didn't stay two minutes. Then this tall man with black hair came out of the radio shop, and he had a little black revolver--I saw that. As the boy came out, he shot him twice and then the boy fell to the sidewalk, and this man stood there for maybe 10 minutes just staring at the body. The boy never had any words with the man.

Within minutes after the shooting, an angry, shouting crowd, made up mostly of teen-agers arriving for classes at the summer school, had filled the street. Several policemen quickly pushed the crowd back to the school, shouting at them either to go inside or leave.

The teen-agers, in turn, began shouting at the policemen. Bottles and cans and bits of cement were thrown from the angry crowd, and some girls began shouting: 'This is worse than Mississippi.'

When the crowd grew larger, Max Francke, principal of the summer school, grabbed a megaphone and urged the teen-agers to disperse. No one seemed to hear him."

"I went out at once and saw a youngster lying on the ground," Mr. Francke said. "I went back into the school immediately and asked my secretary to call for an ambulance. I then called five of my teachers to see if they could get the kids off the street and into the building."

"It looked bad," the principal continued, "and so I asked the police to assist me. I borrowed a bullhorn and tried to calm the youngsters but it was impossible to quiet the crowd. At this time, I asked the police captain to clear the area."

Mr. Francke said that at no time did students in the building leave their classes to join the disturbance.

"Those that were inside, we kept inside," he said. "We had 25 classes going on and our teachers had the situation well in hand."

LEARNING UNIT II

Studying History

OBJECTIVE: Place a body of data in categories and explain why you chose to categorize the data as you did. Then explain how an historian's bias can determine the particular manner in which he categorizes a body of data.

OVERVIEW: An historian's job is to choose the questions that he wishes to investigate and then to arrange the evidence he gathers so that he can answer his questions. He must arrange the information which he collects from newspapers and other sources so that it makes sense to his readers. If he does not do this carefully, he will only be providing a disorganized list of facts for his readers, and he will be unable to prove his point to them. No one would waste his time reading such an account of history.

At the same time, you must keep in mind that as soon as an historian does arrange his evidence, rather than merely listing a series of facts, he has begun to interpret that body of data and to inject his own opinion into it. Your problem as a student of history is to analyze each author's arrangement of historical data so that you can objectively evaluate what he has said.

In this learning unit, you will work on the problem of arranging data. In order to concentrate on this problem without becoming involved in a true historical issue, you will deal with data that has nothing to do with a real historical problem. As you work through this learning unit, you can easily draw some conclusions about the way in which you arranged the data. Then you will extend your conclusions about the classification of data to the study of history.

LEARNING EXPERIENCES:

1. Below you will find a list of 18 words. You are to arrange these words in groups of things that seem to belong to each other for some reason. For example, if you had been given the words tiger, pine tree, and iron ore, you could classify them as animal, vegetable, and mineral. You can probably think of a number of additional categories that you could have used. Make as many categories for the 18 terms listed below as you can think of in 20 minutes. When you have run out of ideas, check with another student to see if he has thought of any categories that did not occur to you.

shark	tuna	pike
turkey	cougar	eagle
rabbit	ostrich	sheep
cat	lion	mustang
skylark	black bass	barracuda
rainbow trout	collie dog	elephant

2. In the space below, list the categories that you were able to come up with to categorize the list of 18 words.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

3. Let several students read their classification schemes out loud. What do all of your categories have in common?

_____

4. Look at Transparency 1. How are these classifications different from the ones that the students came up with in class?

_____

_____

5. What kind of person do you think made up the categories on the transparency? How does this account for the fact that he came up with different categories?

_____

_____

_____

6. Look at Transparency II. Write down the first thing that you see in the transparency.

_____

7. Let several students read their ideas aloud. Why did different students see different things in the inkblot?

_____

_____

8. List three adjectives that you think a Russian would use to describe communism, and then list three adjectives that you think an American would use to describe the same thing.

Russian	American
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

9. Why do your two lists give such different impressions about communism?

_____

_____

10. Refer to yesterday's reading of the James Powell incident. Why did the reports of what happened differ?

_____

_____

11. How would a doctor explain a remarkable recovery of a very sick man?

_____

_____

12. How would a clergyman probably explain the same recovery?

_____

13. Why would the doctor and the clergyman explain the recovery differently?

_____

_____

14. From your answers to questions 4 through 13, you can see that different people may categorize words or ideas or events in different ways. The choice of categories that they make depends on the particular bias or frame of reference which they have. In other words, they already have some ideas or categories in their mind before they see the information. Why is this very important to remember when you are studying history?

_____

_____

_____

_____

15. You are now ready to get a student evaluation of this learning unit from your teacher.

SUMMARY:

In this learning unit you have categorized some rather unimportant data in order to prove to yourself that different individuals categorize the same data in various ways. The individual chooses the category that seems to fit his needs at that time. But since the individual usually comes to the data with some already formed attitudes and ideas, these attitudes and ideas will determine the categories he chooses. In other words, his frame of reference of his attitudes and ideas often bias his

choice of categories or ways of classifying and presenting evidence. This is especially important to remember in the study of history, for every historian has his own frame of reference or bias; you must take this into account as you read what he has written.

LEARNING UNIT III

Studying History

OBJECTIVE: Define the term, hypothesis. Then form a working hypothesis about the shooting of James Powell.

OVERVIEW: Historians never collect data in a disorganized fashion. If they did, they would have to remember and consider everything concerning the issue that they are dealing with, but much of this information would not be important or necessary. Instead, the historian selects the data that he wants to record and then selects again from his notes those pieces of evidence (facts) that he can use to prove his point. Every step of the examination of an historical problem or question involves selection.

In this learning unit, you will practice the historical tool of selection of evidence by looking further into the James Powell case and trying to decide what actually did happen. Only after you have analyzed the data carefully and selected that part of it which you think is important, will you be able to decide whether the shooting of this boy was justified.

LEARNING EXPERIENCES:

1. Right now you must be asking yourself how you or an historian starts this selection process. An historian usually starts with a question: "What caused World War I?" "Why did the United States become involved in Vietnam?" Then the historian begins to do some research, reading, and collecting notes about his topic. Before long he starts to develop a hypothesis, a tentative answer to the question. As he gathers more data, he revises his hypothesis. He may abandon it entirely if he finds enough evidence against it.

He will probably revise it as he collects more evidence on the subject. Eventually he will conclude that the hypothesis he has developed really explains the facts of the case (is valid). He then is ready to write his conclusions.

In effect, the student of history or social studies follows the same procedure as the historian. Although you may not be conducting original research, you also choose a question to investigate, select data that seems important, form a hypothesis or tentative answer to your question, look for more evidence, and finally develop some conclusions about the issue. For the remainder of this learning unit, you will be doing just that with the James Powell case. Pretend that you are an historian who is writing an article about the incident, and you want to decide whether or not the shooting was justified.

2. You are going to investigate the James Powell incident to form a hypothesis about Powell's shooting. Before you begin this investigation, define the term, hypothesis.

3. For practice, form a hypothesis for each of the following questions.

   a. Why did the American colonists revolt from England in 1776?

   _____

   _____

   b. Who will be elected to the Presidency of the United States in the next election?

   _____

   _____

4. Read Reading II--"Negro Boy Killed; 300 Harass Police."

5. Answer the following questions after you have read Reading II.

   a. How many shots were fired, and how many hit Powell?

   _____

b. How close was Gilligan when he fired?

_____

c. What kind of injury did Gilligan receive?

_____

d. Did Powell have a knife?

_____

e. Did Powell know that Gilligan was a policeman?

_____

6. Are you sure that the answers to the five questions above are correct? If not, why not?

_____

_____

_____

7. At this point, do you think that Powell's shooting was justified? Why?

_____

_____

8. Is your answer to No. 7 a hypothesis? Why or why not?

_____

_____

_____

9. Get a student evaluation from your teacher before you continue to the next unit.

SUMMARY:

In this learning unit, you have learned what a hypothesis is and how to form one. You have formed a working hypothesis about the shooting of James Powell. In the next learning unit, you will seek more evidence and revise your hypothesis.

LEARNING UNIT III

Reading II

NEGRO BOY KILLED; 300 HARASS POLICE (contd.)

Medical and Ballistic Evidence

An autopsy was performed by a Deputy Chief Medical Examiner. Examination of the body showed that Powell was 5 feet, 6 1/2 inches tall and weighed 122 pounds. He had been struck by two bullets. One bullet entered the lower part of the right forearm, just above the back of the wrist and came out the other side. This bullet then pierced the deceased's chest above the right nipple and came to rest in the left lung.

Death, as a result of this wound alone, would have followed any time within minutes to a half-hour. The other bullet entered just above the naval to the left of center and emerged at the opposite point in the back, having pierced the abdomen and a major vein. This could likewise have been fatal. There was no evidence on the body of smoke, flame, or powder marks, thus indicating that both bullets must have traveled more than a foot and a half before striking Powell.

A ballistic's expert examined Powell's clothing in the hospital. There were no powder burns or scorch marks on the clothing; and, therefore, in his opinion, the gun must have been farther than two feet from Powell's body when fired. A survey was made of the hallway of No. 215. Lodged in the jamb of the inner door, 40 inches above the floor, was a deformed .38-caliber bullet. This bullet had first pierced a glass panel of the outer door, 35 inches above the floor. Thus, the bullet had been traveling at an upward angle.

Not Shot While on Ground

The position of the bullet and the depth of its penetration in the jamb, as well as the size and shape of the hole in the outer pane, nullified any possibility that it had first passed through Powell's body before reaching the hallway. The absence of any impact marks on the newly cemented sidewalk negated any possibility that Powell had been shot in the abdomen while lying on the ground.

Two of the bullets were too deformed for comparison. But ballistics tests of the bullet lodged in the chest proved that it had been fired from Gilligan's gun which, when examined, contained six cartridges, three discharged and three live.

The following day Gilligan was examined by a doctor after having received first aid the day before at Roosevelt Hospital, where a splint had been applied to his right hand and forearm. The doctor diagnosed the injury as abrasion of the right upper forearm, superficial loss of skin on the right upper forearm, contusion and sprain of right hand and wrist, and recurrence of a previous sacroiliac injury resulting in a severe twisting of the back. The tissues of the right arm gave evidence of a sharp blow on the lateral margin of the right hand and forearm.

Students

Fifteen teenagers, eight girls and seven boys, were questioned. Almost all had been friends of Powell or had known him by name or sight--all, except one were summer session students at the school.

Two boys, friends of the deceased, described his actions shortly preceding his encounter with Lieutenant Gilligan. That morning they had traveled with Powell from their homes in a housing project in the Bronx to the school. Powell showed them two knives, one with a red handle, the other black-handled, and let each of them keep one for him.

After the superintendent had fled into the building, Powell crossed to the school side of the street and, according to the boy who had it, demanded

the red-handled knife, stating, "I am going to cut that. . ." The boy said he pretended not to have the knife. After some argument, Powell approached the other boy who said Powell asked for the black-handled knife, adding that he would be right back.

The boy gave him the knife and shortly thereafter, Powell was seen crossing the street, opening and closing the blade. A girl who was following behind him, stated Powell told her that he was going to talk to the man. Pleading with him not to go because there was liable to be trouble, she said she grabbed at him in an unsuccessful attempt to restrain him.

The recitals of what occurred at this point differ. The girl who was following Powell and who had now stationed herself near the stoop stated that he walked up the steps of No. 215, opened the door all the way, at which time Gilligan, coming from the direction of the T.V. store, stopped in front of the building, and still on the sidewalk, shouted to Powell, causing him to turn around. Three students agreed with this account.

LEARNING UNIT IV

Studying History

OBJECTIVE: Revise and validate a hypothesis concerning the shooting of James Powell on the basis of added evidence.

OVERVIEW: In the last learning unit, you formed a working hypothesis about the James Powell shooting, but you did not have enough evidence to validate (prove) your hypothesis. In this unit, you will gather more data by reading the rest of the newspaper account of the incident. You may then wish to revise or change your hypothesis because you have more information about the case.

As you work through this unit, you will be practicing the same proof process that historians and scientists use to prove or validate their hypotheses. You started in the first learning unit with the question, "Was the shooting of James Powell justified?" On the basis of a brief account of the incident, you formed a working hypothesis about the shooting. In this unit, you will gather more data, change or revise your hypothesis, and finally decide that the facts of the case prove your new or revised hypothesis. All through this course, you will continue to use this process of forming and validating hypotheses as you analyze historical and current issues.

LEARNING EXPERIENCES:

1. Restate the working hypothesis about the Powell case that you developed in the last unit so that you can easily refer to it as you work through this unit.

   _____

   _____

2. In order to form this hypothesis, you have unconsciously been asking yourself questions. These questions helped you to

organize whatever information you had about the Powell case. The answers to your questions contained the facts which you thought were important to know about the case. Every historian or student of history has to ask questions in order to be able to pick out the important and useful facts within a body of data that will aid in proving his hypothesis.

You remember that you were asked to answer some questions about the Powell case in the last learning unit before you formed your working hypothesis about the shooting. The answers to these questions helped you to pick the important facts out of the newspaper article so that you could form a working hypothesis or tentative opinion about the shooting. Review those questions and your original answers quickly before you read more about the case. You will need these answers in order to see how much your hypothesis can change when you have added information about the subject. You will then see how a working hypothesis turns into a valid one. You will find the questions repeated below. If you do not remember your original answers, refer back to the last learning unit to check them.

a. How many shots were fired, and how many hit Powell?
b. How close to Powell was Gilligan when he fired?
c. What kind of injury did Gilligan receive?
d. Did Powell have a knife?
e. Did Powell know that Gilligan was a policeman?

3. Can you think of any other questions for which you need answers before you can form a hypothesis about the shooting? If so, list these questions and their answers in the space below.

4. Divide into groups of three students. One student in each group should read Reading III, one should read Reading IV, and the remaining student should read Reading V. Each student in your group should be working individually for the time being. When you have finished the reading which you chose, revise your answers to the questions which you worked with to form your original hypothesis. You will find the questions restated in the space below.

   a. How many shots were fired, and how many hit Powell?

   _____

   b. How close to Powell was Gilligan when he fired?

   _____

   c. What kind of injury did Gilligan receive?

   _____

   d. Did Powell have a knife?

   _____

   e. Did Powell know that Gilligan was a policeman?

   _____

5. Revise your answers to any additional questions which you have raised in No. 3 of this learning unit.

   _____

   _____

   _____

6. Why did you have to revise some of your answers?

   _____

7. Revise your working hypothesis on the basis of the added information that you have.

   _____

   _____

8. Are you sure that your new hypothesis is correct? Why or why not?

_____

_____

9. Compare your new hypothesis with those of the other two members of your group. Are they alike or different? Why?

_____

_____

10. Read the two readings of Readings III, IV, and V which you have not yet read.

11. Now revise your answers to the following questions again. Work together with the other two members of your group. Try to agree on your answers.

    a. How many shots were fired, and how many hit Powell?

    _____

    b. How close to Powell was Gilligan when he fired?

    _____

    c. What kind of injury did Gilligan receive?

    _____

    d. Did Powell have a knife?

    _____

    e. Did Powell know that Gilligan was a policeman?

    _____

12. Revise the answers to any other questions that the members of your group have raised in the space below.

_____

_____

13. You are now ready to write your final hypothesis. This should be a joint effort among the three members of your group. Be sure that all three of you agree that your hypothesis is valid (proven). You may have to convince one member of your group to agree with the other two. To do this, you will have to refer to the factual evidence contained in the answers to Nos. 11 and 12. In the space provided below, write down the hypothesis that your group finally agrees upon.

14. Once you have arrived at this hypothesis, are you sure that it is the correct one? Why or why not?

15. What has happened to the original hypothesis that you developed in Learning Unit III?

16. Why did you have to revise your hypothesis?

17. Are you sure that your hypothesis is correct now? Why or why not?

18. Does an historian ever know that his hypothesis is absolutely correct? What does this imply about the limits of historical investigation? What does it mean to you as a student of history?

_____

_____

_____

_____

_____

_____

19. Get a student evaluation from your teacher.

SUMMARY:

This has been a very long unit, and you have worked slowly and carefully in practicing the historian's proof process. You have been asked several times to revise and validate your original working hypothesis as you gathered more data. Ordinarily, you can do many of these steps in your head. You should really be spending the greatest part of your time when studying history, in the gathering of data to form and validate a hypothesis. You will find, after practicing the formation and validation of a hypothesis a few more times, that this tool of historical analysis will become much easier, and you will do it automatically.

In these first four learning units, you have been introduced to and have had the opportunity to practice four important tools of historical analysis:

a. the difference between fact and opinion
b. the influence of the historian's own bias
c. the formation of a working hypothesis
d. the revision and validation of your hypothesis

You will be expected to use these skills as you study current and historical problems this year. In addition, you will learn many more historical skills during the year. You will have the opportunity to practice both the old and the new skills as you deal with the historical problems in each section of this course.

LEARNING UNIT IV

Reading III

NEGRO BOY KILLED; 300 HARASS POLICE (contd.)

Student Witnesses

Different Views Given

But three other students claimed that Gilligan was already on the stoop facing the street when Powell approached the building. Another three youngsters reported that both were on the sidewalk facing each other in an east-west direction when the shooting started. And finally two girls were positive that Gilligan followed Powell out of the building before he shot him.

In any event, several students recalled that the girl by the stoop yelled to Powell that the man had a gun. According to her, Powell, having turned around, raised both hands whereupon Gilligan walked up the stoop, and approximately a foot and a half away from Powell, pushed his right hand. A boy standing on the school side of the street said he also saw Gilligan grab at Powell's right hand, while others claimed that he turned the boy around so as to face him.

A number of the students recounted that Powell was either waving or raising his arms, and one said he was flinging them as if to strike at the officer. None saw a knife in Powell's hand at this point, although one bo said he might have had a beer can in his hand, and one girl claimed that, in fact, he was holding a beer can in his right hand. Two students later saw a knife lying in the street near the curb.

Regardless of the nature of the encounter or the position of Powell and Gilligan, it was undisputed that a shot was soon fired. According to the girl by the stoop, the officer held his gun at waist level and fired

one shot, causing Powell to fall to the sidewalk. Seven students only heard the first shot, their attention having been diverted or their view having been blocked by other people or the parked vehicles; seven others simply stated that the officer fired a shot. One of the latter group expressly noted that the officer pointed the gun at Powell's right hand and then fired.

Two More Shots Reported

Almost all the students agreed that Powell fell after the first shot. According to the most frequent account, after Powell fell to the sidewalk on his hands and knees, the officer, still on the steps, pointed the gun down and fired two more shots at Powell's back. Two youngsters said Powell had first dropped to his knees clutching his abdomen. One girl was certain that Powell was lying on his back when Gilligan fired the final two shots at Powell when he was down on the ground after having fallen from the first shot. But one of these witnesses was shown photographs of the hallway, proving a bullet had pierced a window of the outer door and had lodged in the jamb of the inner door. After looking at the photographs he said he was not sure what he had seen. Upon further reflection he admitted that, in fact, he had not seen the shooting at all.

Of those who claimed to have seen the shooting, some acknowledged that their view was obstructed by the truck parked in front of No. 215 or by other children; some heard but did not see the last two shots; others admitted running for cover when the shooting started.

All agreed that after the first shot there was a pause, then two shots in succession, and finally, Powell lay flat on his stomach, body parallel with curb, head toward Third Avenue, while Gilligan stood over him holding the gun pointed at the body. Many of the students claimed that Gilligan either nudged or pushed or kicked Powell over onto his back.

But when Powell's two friends, who had been holding the knives for him, ran over from the opposite side of the street, after having heard the three shots, Powell was still face down and Gilligan stood over him rubbing his fingers. The boy who had given Powell the knife asked Gilligan why he had

shot him. Gilligan replied, "This is why," taking from his pocket a badge which he pinned to his shirt.

Asked why he didn't call an ambulance, Gilligan said that Powell was his prisoner and directed the boy to call the ambulance. The boy who had refused to give Powell the red-handled knife heard Gilligan say that Powell had tried to kill him and that he had a knife under him.

LEARNING UNIT IV

Reading IV

NEGRO BOY KILLED; 300 HARASS POLICE (contd.)

Adult Witnesses

Adults

Various aspects of the events, prior to, during, and subsequent to the shooting, were observed by eight passersby, two store owners, two neighborhood workmen, five teachers, and a priest. According to one of the owners of the TV store, Gilligan came in with a radio to be fixed and asked what was going on in the street. Told that the young people were just acting up, Gilligan remarked that he did not want to get involved in anything--that he wanted to have his radio fixed and leave.

The shopkeeper saw the youths start throwing garbage can covers and soda bottles. There was a crash, and he saw the superintendent run into the building. Gilligan then ran out the door.

Seven other people, a couple walking by the building, a practical nurse standing on the other side of the street, a truck driver walking to work, a bus driver on his way from work, the cleaning store owner, and a teacher looking out a third-story window, stated that Powell had run, leaped or swaggered onto the stoop, heading toward the entrance to No. 215. Some saw Powell enter the building.

Gilligan appeared from the direction of the TV store and, according to most versions, was standing on the sidewalk somewhere near the stoop when Powell started back down the stoop toward the street. Gilligan, according to the man in the television store, shouted, "stop." Extending his left hand, he said, "I'm a lieutenant, drop it"; in his right hand he held a gun.

Saw Someone Crouching

Standing in the entrance-way of the store, the owner looked to the doorway of the building and saw the head and shoulders of someone coming in a crouched position, clenched hand raised to shoulder level. A bus driver standing near No. 209 said that Powell had a knife in his right hand and was on the sidewalk facing the building. He related that Gilligan, holding a badge in his open palm had shouted, "Stop, I'm a cop."

Someone Shouted 'Stop'

An air-conditioning mechanic whose truck was halted by traffic about three buildings west of No. 215 heard someone shout, "Stop and drop it." From his elevated cab he then saw Powell standing with one foot on the sidewalk and one foot on the bottom step of the stoop. Facing Powell, about two or three feet away, was Gilligan. A knife in his right hand, the boy paused, raised it to about head level away from his body, and started to come down with it, striking at Gilligan. There was a shot.

Powell started to slump but came up again. He raised the knife and again swung at Gilligan. There was another shot. Traffic started to move, and the witness drove away toward Second Avenue.

A workman on a scaffold four buildings east of No. 215 looked in the direction of the building after the first shot. According to his version, Powell was moving rapidly and coming down from the stoop but was still on the landing while Gilligan was on the sidewalk in front of the TV store. In his right hand Gilligan held some object, and his left hand was partially outstretched. Powell, with his hands raised and fists clenched, also held an object in his hand. As he then climbed up the rope of the scaffold to safety, he heard two more shots.

Witnesses Differ

Other witnesses differed concerning the positions of Gilligan and Powell. A truck driver who was standing in front of the cleaning store

insisted that Gilligan had followed Powell into the building and that they were both still in the hallway when the three shots were fired. Two witnesses maintained that one or all three shots were fired from the street into the hallway, while one passerby said Gilligan was in front of the TV store window when he fired toward the door.

A teacher who was standing by a fourth-story window when the first shot was fired thought that Gilligan was facing the street and Powell the building when the next two shots were fired.

All the witnesses who heard three shots, except one, agreed that the first shot was followed by a pause and then two shots in succession. All who had seen Powell fall to the sidewalk recalled that he did not reach the ground until all three shots had been fired. Powell lay on the sidewalk face down while Gilligan stood over him pointing his gun at him. The TV man heard the officer tell Powell not to move.

Two teachers, looking from the third-and fourth-floor windows respectively, claimed that Gilligan then pushed Powell over onto his back. A man standing by the cleaning store maintained, however, that an ambulance attendant turned over the body, and a man who had been working in a nearby building said that a clergyman and a police officer turned Powell over onto his back.

But the priest who arrived on the scene stated that Powell was already on his back when he arrived. Two men heard Gilligan say that there was a knife under the boy. They also noticed a badge hanging from Gilligan's pants pocket.

Two other witnesses saw a knife in the street after the shooting. A young school teacher who lives in the neighborhood noticed a knife blade lying next to Powell's thigh between his body and the stoop. While standing there, she saw someone kick the knife toward the curb.

A teacher who ran out of the school after the shooting saw a knife lying in the gutter about ten feet from Powell. The blade was open. He

picked it up, closed it, and gave it to a police officer. Powell's young friend later identified the knife as the black-handled knife he had received from Powell and returned to him just before the shooting.

Police Officers

Several uniformed police officers arrived at the scene at approximately 9:30. Two saw Powell lying face down with his left arm partly under his head. One of them turned Powell over in an attempt to administer first aid. The other officer was handed the black-handled knife by a teacher. Now in the District Attorney's custody, this knife, open, measures seven to eight inches. Its single blade is three and one-half inches long.

LEARNING UNIT IV

Reading V

NEGRO BOY KILLED; 300 HARASS POLICE (contd.)

Gilligan's Report

Statement of Lieut. Gilligan

Lieutenant Gilligan is 37-years old, has been a policeman for 17 years. He is 6 feet, 2 inches tall and weighs about 200 pounds. Questioned extensively, Lieutenant Gilligan gave the following version of the events.

July 16th was his day off. His radio having gone dead, he took it to the Jadco TV Service Company located at 215 East Street in the precinct where he formerly worked.

Arriving at about 9:20 or 9:25 a.m., he noticed two groups of youngsters standing around a man who was hosing the sidewalk. Upon entering the store, he was told that there had been some trouble earlier and that the police had been called.

Suddenly, Gilligan heard the sound of breaking glass and saw people running in the street. Dropping the hose, the superintendent ran into the building. A boy following behind threw a bottle and garbage can cover at the man and ran away.

Gilligan Went Outside

Gilligan then stepped outside and spotted Powell running around the front of the parked service truck toward the building, yelling, "hit him, hit him, hit him." In his right hand, held close to his chest, was an open knife, blade pointed down. Powell ran toward the hallway.

Gilligan, removing his badge from his left trouser pocket and his revolver from his right pocket, moved to a point in front of the stoop facing the building entrance. By this time, Powell was just inside the hallway at the outer door. Holding the shield in his outstretched hand in front of him, Gilligan said, "I'm a police lieutenant. Come out and drop it."

Looking over his shoulder, Powell glanced from the badge to the gun. Gilligan repeated the warning. Powell turned, raised the knife in front of his chest, and lunged at the officer. Pointing the gun to his left, Gilligan fired a warning shot into the building and again told him to stop.

Powell, now close to the edge of the stoop landing, struck at the officer with the knife. Gilligan blocked it with his right hand which still held the gun and attempted to push Powell back, but the knife scraped along his arm, causing it to bleed and later to swell.

Powell was bent back but again struck with the knife. This time Gilligan, who claims to be an expert shot, pointed his gun slightly upward and fired at the raised hand, seeking to dislodge the knife. But Powell, still above the officer on the stoop, again lunged forward, knife hand pumping.

Gilligan stepped back and fired into the boy's midsection. Powell staggered and collapsed onto the sidewalk face down. The knife lay nearby. Gilligan backed around onto the stoop, holding the gun down by his side.

LEARNING UNIT V
(optional)

Studying History

OBJECTIVE: Decide whether or not there was an unidentified flying object (UFO) in the Michigan skies on March 21, 1966.

OVERVIEW: In the last four learning units you have worked on developing some of the tools of historical analysis. This unit will give you an opportunity to apply these same skills to another topic. Again you will investigate a topic which is of lesser historical importance--the question of unidentified flying objects (UFO). From various reports about the possible presence of a UFO in Michigan, you will try to decide whether or not it was there on the basis of the data included in this unit. You may also use this unit to evaluate your ability to use the tools of historical analysis with which you have been working in the last four units.

LEARNING EXPERIENCES:

1. Read Reading 1, "UFO??"
2. After you have completed the four newspaper articles, list the statements in them which you believe to be factual.

3. What is the attitude or bias of each writer toward the existance of UFO's?

Article A: _____

Article B: _____

Article C: _____

Article D: _____

4. How does this difference in attitude explain the variety of interpretations concerning the UFO incident in Michigan?

_____

_____

_____

5. Form a hypothesis about the incident in Michigan on March 21, 1966.

_____

_____

6. List the questions that you would ask yourself to help you organize the UFO data to validate your hypothesis.

_____

_____

_____

_____

_____

_____

_____

7. Cite specific evidence from the answers to your questions to validate your hypothesis.

_____

_____

_____

8. Revise your hypothesis if necessary.

SUMMARY:

In this learning unit, you used the tools of historical analysis with which you have been working for the last few days to investigate a current news incident. You raised a question about the UFO incident in Michigan, you gathered some evidence by asking questions of the data, you formed a hypothesis, and finally, you validated your hypothesis by citing specific evidence from the articles that you read. By using this same process or mode of inquiry throughout this course, you will be able to deal with many other historical issues.

LEARNING UNIT V

Reading VI

"UFO??"

Article A

Tuesday, March 22, 1966.

40 IN MICHIGAN REPORT MYSTERIOUS FLYING OBJECTS*

Ann Arbor, Mich., March 21 (UPI) -- At least 40 persons, including 12 policemen, said today that they saw a strange flying object guarded by four sister ships land in a swamp near here Sunday night.

Descriptions of the unidentified flying objects tallied closely. A patrolman, Robert Hunawill, said he and other residents of the area saw similar craft before dawn last Monday and Wednesday.

In Washington, the Air Force said it knew nothing of the reports. The Air Force's Michigan headquarters in Battle Creek would not comment.

Two persons who slogged through the 300-acre swamp today and looked for traces of the craft found nothing but marsh grass, quicksand and muck.

However, the two persons who reportedly were closest to the object, Frank Mannor, 47 years old, and his son, Ronald, 19, said it did not appear to touch the ground but sat on a base of fog. Frederick E. Davids, state police commissioner, who is also head of civil defense for Michigan, opened an investigation.

"I used to discount these reports too but now I'm not so sure," he said.

Mr. Mannor and his son said they had run to within 500 yards of the object. Mr. Mannor said the craft was shaped like a football and was about

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the length of a car with a "grayish yellow" hue and a pitted surface "like coral rock."

It had a blue light on one end and a white light on the other, he said.

"They were pulsating and each of them looked like they had a little halo around it," he said.

Other witnesses saw only the lights, but their descriptions, including those of policemen, agreed closely.

Stanley McFadden, Washtenaw County sheriff's deputy, said he and deputy David Fitzpatrick watched the object fly over their car about the same time the Mannors reported it had taken off.

Officer Hunawill said four other unidentified flying objects had hovered in a quarter-circle over the object in the swamp.

"UFO??"

Article B

87 COEDS SAW A FLYING OBJECT NEAR A DORMITORY IN MICHIGAN*

Hillsdale, Mich., March 22 (UPI). A civil defense director, an assistant dean and 87 coeds reported that a glowing object flew past a college dormitory and hovered in a swamp for hours.

Their description of the object tallied closely with that of one seen by more than 50 persons, including 12 policemen, near Ann Arbor, Mich., the previous night.

The Air Force dispatched its top scientific adviser on unidentified flying objects to begin an investigation.

The witnesses said they watched from the second floor of a Hillsdale College dormitory as the object wobbled, wavered, glowed, and once flew right at a dormitory window before stopping suddenly.

Mrs. Kelly Hearn, for seven years a newspaper reporter before becoming assistant dean of women, assistant professor of English and housemother of the dormitory, had the coeds take notes as they watched the object for four hours.

They and William Van Horn, 41 years old, Hillsdale County civil defense director, said the object dimmed its lights when police cars approached, brightened again when they went away, and dodged an airport beacon light.

Barbara Kohn, 21, of New Castle, Pa. and Cynthia Poffenberger, 18, of Cleveland were the first to see the object. They described its shape as roughly that of a football. This was roughly the same description given by

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a man and his son who reported that they saw an eerie object land in a swamp Sunday night 45 miles northeast of here near Ann Arbor.

The Air Force announced it was bringing in Dr. H. Allen Hynek, chairman of Dearborn Observatory at Northwestern University, Evanston, Ill., and scientific consultant to the Air Force's Project Blue Book program to track down the reports of unidentified flying objects.

Dr. Hynek set up his headquarters at Selfridge Air Force Base, Mount Clemens, Mich., near the southern Michigan section where the objects have been reported several times lately.

"It was definitely some kind of vehicle," Mr. Van Horn said. "Through the glasses (binoculars), it was either round or oblong."

The object's shape was briefly outlined by lighting as it veered over and near the dormitory before retreating into the swamp, Miss Kohn said. It stayed there for four hours before vanishing, witnesses said.

Reading VI (contd.)

"UFO??"

Article C

THOSE FLYING SAUCERS*

Men have a strange propensity for seeing what they expect or want to see, as any magician knows. This trait, probably more than any other, accounts for "flying saucer" episodes like the ones reported yesterday and Monday in Michigan.

The scientific community and the armed forces, as such, have dismissed such reports with thinly disguised scorn. The astronomers say other worlds that could support beings like ourselves are so distant that travel here would border on the impossible and frequent visits would be preposterous. Despite the many authentic-sounding reports, military investigators say they have not found a single piece of reliable evidence of such a visit.

Yet seemingly sober citizens take these reports seriously--retired military officers, local constables and a few members of college faculties. Some of them are persuaded that the press and Government are conspiring to conceal the truth about these so-called visits.

The most plausible explanation seems to be that the skies today are alive with man-made phenomena that produce a variety of strange effects. People who are conditioned by television, comic strips and books to believe in flying saucers find it easy to see them in these phenomena. Their memory of what they saw, in subsequent interviews, is elaborated by their expectations.

Yet even the scientists themselves can be fooled by their hopes and expectations. This human trait is recognized in the drug-testing method in which neither subject nor experimenter knows, in any individual case, if the administered pill is the actual drug or a dummy. The nonexistent "canals" of Mars are a notorious example of the wish being father to the observation.

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Early in this century astronomers thought they saw them in elaborate networks; but they are invisible in the telescopes of today.

The flying saucer enthusiasts demonstrate human frailties that are likely to sail on forever.

"UFO??"

Article D

'FLYING OBJECTS' ARE CALLED GAS*

Air Force Expert Points to Michigan Sightings Being Made Above Swamps

by WALTER RUGABER

Detroit, March 25--An investigator for the Air Force said today that at least two of southern Michigan's mysterious "flying objects" were nothing more than marsh gas.

Dr. J. Allen Hynek, an astrophysicist at Northwestern University and an Air Force consultant on unidentified flying objects, studied reported sightings this week at Dexter and Hillside, Mich.

There were the "two principal events," Dr. Hynek told a news conference here. There have been repeated reports of unidentified flying objects over southern Michigan in the past week, but the Dexter and Hillsdale incidents were the most widely witnessed.

Shaped Like Football

At Dexter, about 10 miles northwest of Ann Arbor, some 50 persons reported seeing lights and a strange flying object, shaped like a football, over a swamp Sunday night. The closest witnesses said they were about 500 yards away.

The next evening, at Hillsdale, about 70 miles southwest of Ann Arbor, 87 college co-eds took notes on an object that hovered over a swamp outside their dormitory. A college dean and a civil defense official also reported seeing the object.

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"It (the object) was in both cases a very localized phenomenon," Dr. Hynek said. "I think this is the most significant point." The consultant who has investigated unidentified flying objects for many years, added:

"A dismal swamp is a most unlikely place for a visit from outer space. It is not a place where a helicopter would hover for several hours, or where a soundless secret device would likely be tested."

No Craft Observed

Dr. Hynek said that no group of witnesses observed any craft coming to or going away from the swamps. "The glow was localized here," he said. "This could have been due to the release of variable quantities of marsh gas."

Rotting vegetation in the swamps produces the gas, Dr. Hynek said, "which can be traped by ice and winter conditions. When a spring thaw occurs, the gas may be released in some quantity."

The Air Force's investigator cited other authorities on lights seen in swamps "sometimes right on the ground, sometimes merely floating above it."

"The flames go out in one place and suddenly appear in another place, giving the illusion of motion," he said.

"No heat is felt, and the lights do not burn or char the ground. They can appear for hours at a time and sometimes for a whole night. Generally, there is no smell, and usually no sound--except the popping sound of little explosions."

The astrophysicist emphasized that his explanation did not "cover the entire U.F.O. phenomena over the past 20 years" and that very few sightings could in fact be attributed to marsh gas.

Dr. Hynek dismissed pictures of another phenomenon he said were taken on March 17 near Milan, Mich. The consultant said the photographs were "without any question" only time exposures of a rising moon and the planet Venus.

"There has been a flood of other reports from this area, and I could not possibly have had the time to investigate all of these, " Dr. Hynek said. They were of little scientific significance, he added, because there were no substantial groups of witnesses who agreed on what they had seen.

The consultant said that "over and above the sincere and honest reporting of a very puzzling sighting" by the co-eds at Hillsdale, "certain young men have played pranks with flares."

The consultant agreed with a questioner that the "flying saucer" phenomenon could be an interesting field of study for other specialists such as psychologists and sociologists. His investigation here, he said, was over.

APPENDIX B

Performance Evaluation

FINAL EVALUATION: URBAN PROBLEMS

Have you ever heard anyone say, "If I were running this city, we wouldn't have all these problems?" See what you would do when given the chance to prevent and/or solve the problems of traffic control, slum housing etc. to make the city a better place to live. You may work in groups of five or six students. See which group comes up with the best plan for urban living! Follow the directions on the Look City Game.

APPENDIX C

Learning Units 11th grade

Unit 1 Slum Housing and Evaluation

Units I - V American Economy and Evaluation

Units I - III Legislative Decision-Making based on simulation "The Game of Democracy."

UNIT I

Urban Problems

Slum Housing

OBJECTIVE: You will describe in writing the five zones of city life and how the slums developed.

OVERVIEW: Another acute urban problem which you are going to examine now is slum housing. You all know what slums are and how depressing and poverty ridden these areas can be. Slums exist mainly in the city and originated because of certain activities that occur within particular sections of the city. These activities can change locations within a city and, as this occurs, it has an effect on other sections. Each section is linked to the other, and when one is affected, they all are.

LEARNING EXPERIENCES:

1. Read pages 409-414 in Sociology by Paul H. Landis.

2. The following words will help you understand this lesson more easily. Check your understanding of them by using each one in a sentence. If you are uncertain of any, consult the glossary at the end of the book or the dictionary:

   a. ecology _____

   b. concentric _____

   c. sector _____

   d. multiple nuclear _____

   Read the following sentences and then, in your own words, write what you think it means.

   This learning unit is designed to investigate human ecology in the

city and how various sectors influence the way people behave. Two types of social arrangements to be studied are concentric and multiple-nuclear.

Your understanding:

_____

_____

_____

_____

_____

3. In the Park and Burgess theory of social arrangements in Chicago, what were the five concentric zones into which the city was divided? List them.

a. _____

b. _____

c. _____

d. _____

e. _____

4. Describe how the constant readjustment of each zone changes the characteristics of all of them. Begin your analysis with the first zone; what effect does a change have on the second zone, etc.?

_____

_____

_____

_____

_____

5. How do the sector and multiple-nuclear theories of urban life differ from the concentric theory?

_____

_____

_____

6. Why is it important to know how human beings behave in these different areas/zones of the city?

_____

_____

_____

7. Why has the changing nature of the city resulted in an increase in slums?

_____

_____

_____

8. On page 412 of the reading, the author comments on the "natural course" of man which has resulted in the growth of slums; what suggestions are made to reduce the cancerous growth of slums?

_____

_____

_____

Check your answers with the ones on the sheet at the back of the unit.

SUMMARY:

You have just looked at an entire city and how its sections and residents influence one another. You can see how slums grow--what caused them to rise and only a sample of what solutions are being tried to improve them. Now you will study what life is like for people who live there.

LEARNING AIDS:

1. Sociology by Paul H. Landis, Ginn and Company c. 1967.
2. The World Almanac: current issue.
3. Life: December 24, 1965 Special Double Issue on the City describes what happens in our cities--today and yesteryear--the power, beauty and harsh reality of life as seen through the eyes of a poverty-ridden family in Hough to an urban redevelopment leader in Boston.

UNIT I Slum Housing Answer Sheet

Answer to question 3

The five concentric zones are (a) the commercial life in the center of the city inhabited by wandering men who drift among the streets, (b) the slums surrounding the commercial center where property has decreased in value and families can huddle in one or two rooms, (3) the once wealthy residential area where the laborer and his family now live, (d) the beginning of the fringe of the city, where families have a yard, a home of their own, neighborhoods are clean and children are raised in a healthy environment resulting in low juvenile delinquency rates, and (e) the outside fringe around the city where the wealthier people live who own large homes, live near parks and recreational areas, and frequently employ men and women to assist them in maintaining their homes and caring for their children.

Answer to question 4

When one zone changes, it reacts slowly in almost all the rest. If the business activity in the center grows, the only place where it can go is the already existing slums. The land on which the slums are located becomes valuable property for the owner so he sells this land to the city; it now becomes business property and the tenants must find another area in which to live. These residents then begin to move into workingman's zone; the workingman wants to move into the suburbs and so the vicious cycle continues.

Answer to question 5

The difference between the sector theory and the concentric zone theory is that rather than a city forming a pattern of circles as pictured on p. 411, the division occurs in the shape of a cut pie because this is the way transportation lines run. The third approach, multiple-nuclear, simply means that instead of having one center of activity, a city has many. The important thing to remember is that no matter how a city is

divided, each group of people within a division has an effect on all the rest!

Answer to question 7

The business section cities are becoming larger and the residents of the slums are forced to move to make room for more business establishments. Even though there are more people now than ever living under these below-standard conditions there is often no place for them to go.

Answer to question 8

Slums can be reduced by public housing (city builds better residences for low-income families), or urban renewal (federal government pays city for selling city property at a loss to begin rebuilding slums).

Student Evaluation UNIT I Slum Housing Name_____

You will now apply your knowledge of divisions within a city to the existence of slums in Boston. Before you reach conclusions about Boston, put all of the information given here on your map.

A. Using the booklet on "The New Boston"--the maps in the center, mark these things on your own map. Your teacher will have a copy of the booklet.

1. the heavy manufacturing areas
2. the light manufacturing areas
3. the transportation network that shows:
   a. the MTA
   b. heaviest line indicating Rt. 128
   c. major roads leading from 128

B. Using the data on the accompanying sheet, plot the cities and towns where there has been a decrease in population from 1955.

C. Using the data on the accompanying sheet, plot the cities which are not expected to grow substantially by 1990.

It is suggested that you use colored pencils for marking this information. Put the key to your map at the bottom of the page.

RECORD THE FOLLOWING DATA ON YOUR CITY MAP:

The following indicate how the population has shifted from 1955 to 1965.

Essex County -- All cities and towns have increased their population except Lynn and Salem.

Middlesex County-- All cities and towns have increased their population except the following: Arlington, Belmont, Cambridge, Everett, Medford, Natick, Newton, Somerville, Waltham, Watertown.

Norfolk County -- All cities and towns have increased their population except Brookline and Quincy.

Plymouth County -- All cities and towns have increased their population.

Suffolk County -- All cities and towns have decreased their population.

The following indicate what statisticians predict the shift in population will be by 1990.

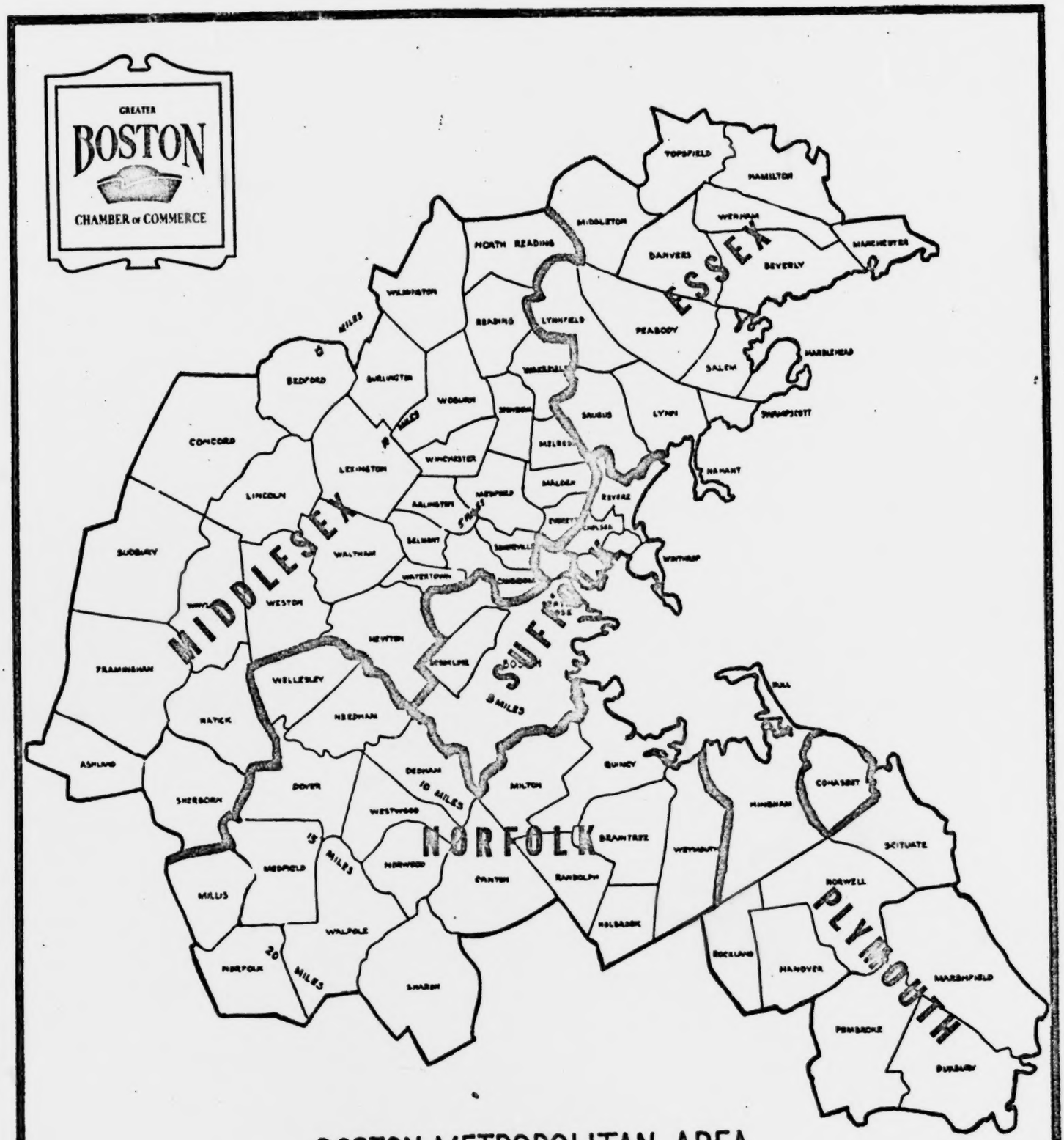
Essex County -- All cities and towns will grow but Lynn. Topsfield will grow over 4 times its present.

Middlesex County-- All will grow but Cambridge, Lincoln, Somerville, Waltham.

Norfolk County -- All cities and towns will grow; Norwood by 3 times its present population.

Plymouth County -- All cities and towns will grow anywhere from 2 to 3 times its present population.

Suffolk County -- Boston will decrease by 74,000 by 1990.
Chelsea will decrease by 4,000 by 1990.
Revere will increase by 4,000 by 1990.
Winthrop will increase by 1,000 by 1990.



BOSTON METROPOLITAN AREA

BEST AVAILABLE COPY

ANSWER THE FOLLOWING QUESTIONS ABOUT THE MAP:

1. Route 128 that winds around the outside of the inner city:

   _____a. has attracted heavy manufacturing.

   _____b. has attracted light manufacturing.

   _____c. represents an area where there are very few people.

2. The county that seems to have the most room for further expansion is:

   _____a. Norfolk

   _____b. Suffolk

   _____c. Middlesex

   _____d. Plymouth

3. The only area of the inner city that has light manufacturing is:

   _____a. Cambridge

   _____b. Watertown

   _____c. Brookline

   _____d. Framingham

4. Do you think that any of the theories you studied in the learning unit can be generally applied to metropolitan Boston? If so, which one? In what way?

   _____

   _____

   _____

5. In what way do you think the divisions of Boston have changed the lives of the people?

   _____

   _____

6. According to the map, what appears to be happening in the inner city?

   _____

7. Why would slums develop in the inner city?

   _____

8. Is this true for Boston? Are there pockets of slums surrounding the inner city?

   _____

9. Has the manufacturing shifted away from or toward the heart of the city? _____

10. From which section of the city have the majority of the people moved?

_____

11. How do the changes in zones affect the characteristics of all of them?

_____

_____

12. What does the growth of heavy manufacturing do to the area where it is located?

_____

_____

INTRODUCTION

In the 10th grade, you learned how three different societies--the traditional, market, and command--make economic decisions. You know that in a market economy such as the United States economic decisions are made every day by millions of people. These people do not consult one another before making these decisions, but the combined decisions can affect a major business or industry. For example, if you decide not to buy any more mod clothing, you may not put the mod clothing manufacturers out of business. However, if all teen-agers make the same decision not to wear any mod clothing, your combined decisions could change the mod clothing industry.

This year you will concentrate on how the American economy is based upon the decisions of three interrelated parts--the consumer, the business investor and the government. You are a consumer who influences decisions made by businessmen when you and others decide whether you do or do not want a particular product. The businessman makes judgments based partially on how consumers respond to his product. The government spends money paid in taxes by both consumers and businessmen. The economy flows in a circle among all these parts. Whether or not the American economy grows is indicated by the total spending of all three; this total amount spent is called Gross National Product.

In these learning units, you will study how the American economy is different from other economies, what the three components of GNP are, and how economic decisions are made in the United States. At the completion of these units, you will be better equipped to evaluate your role in the American economy.

UNIT I

American Economy

OBJECTIVE: You will describe how the uniqueness of the American economy influences what Americans do with their money.

OVERVIEW: One of the most critical problems in the world today is a lack of food, clothing and shelter for millions of people. Studies show that more than one third of the world's population lives in a continual state of discomfort because they lack these basic ingredients of living which most Americans take for granted. Although there is recognized poverty in the United States, this country has an abundance rather than a scarcity of material goods. The more man has, the more he seems to want; his job often becomes a means for him to acquire more material goods. This sets America apart from other nations in the world because the goals of the majority of the people in the U.S. are founded, not on satisfying basic needs required for survival, but on attaining luxury items that they feel are necessities for a happy life.

LEARNING EXPERIENCES:

A. 1. After reading the overview, what do you think is the biggest difference between the American economy and the economy of other nations?

_____

2. What word would you use to describe "not enough of something?"

_____

3. Economics is centered around scarcity. Listen to the tape about scarcity. (Comparative Economic Systems, pp. 16-19.) You will be asked to explain the "what, how and for whom" mentioned in the interview. Listen to the choices that governments and people weigh when deciding between alternatives.

4. Answer the following questions about the interview.

a. State the " what, how and for whom" questions in your own words to demonstrate that you understand what they mean. You may replay the tape to help you.

What _____

_____

How _____

_____

For whom _____

_____

b. How is "cost" defined in the interview? _____

_____

c. Using this definition, what did it "cost" you in time, energy, and resources to come to class today? You may want to get together with another classmate to answer this one.

Time _____

Energy _____

Resources _____

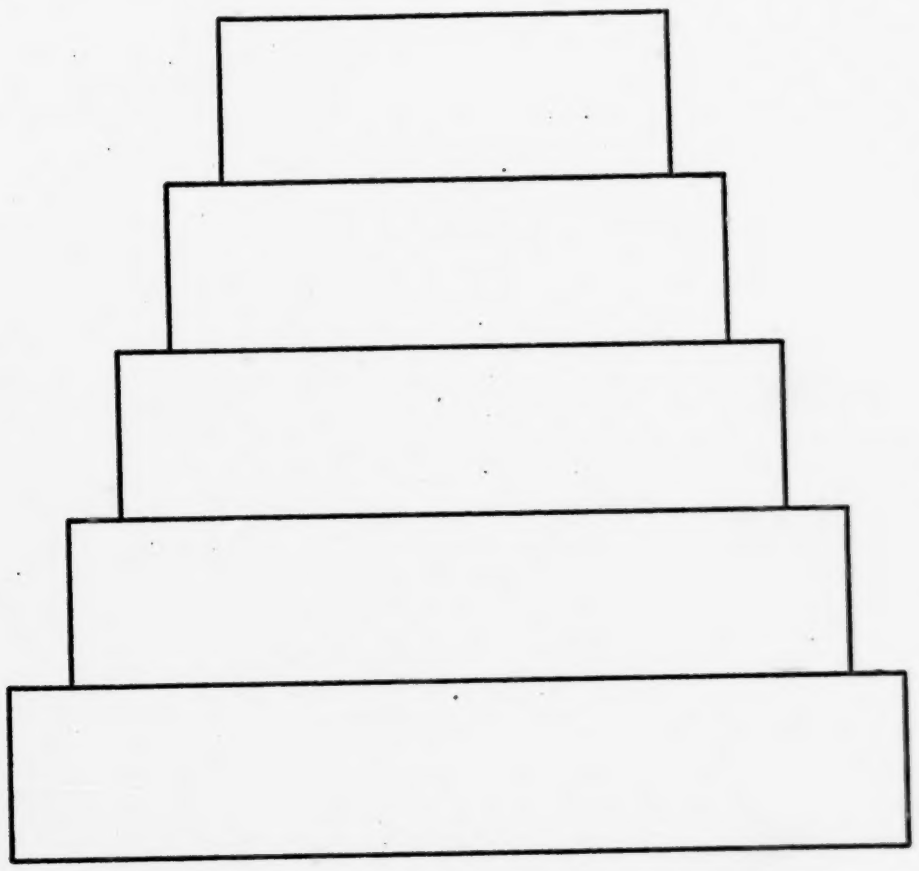
B. 1. Look at the following cartoon.

"I didn't get the raise."

What does it tell about the basis on which Americans spend their money? _____

2. Now read #3 "Unlimited Wants: Consumer Spending and the Inverted Wedding Cake Theory," in Readings and Cases in Economics, pp. 8-10.

On the inverted wedding cake below, illustrate how your personal desires can fit into each one of the layers. Show how you progress to a higher layer when you have satisfied your wants at one layer. Use the guidelines for each layer as suggested in the reading.



Optional:

On the following national issues, measure the cost of each item in terms of what must be given up to do that one thing.

1. the war in Vietnam
2. the space program
3. Federal housing projects

SUMMARY: Although all economies have scarcity--each in their own way--the United States experiences a scarcity somewhat different than others.

Ours is not one in which there is a shortage of basic necessities for the majority of the people. Instead, our society, with its abundance of goods and materials, presents a choice to its citizens of what to do with the abundance.

LEARNING AIDS:

Comparative Economic Systems

Readings and Cases in Economics

Student Evaluation UNIT I American Economy Name_____

Answer the following questions true or false.

1. _____ The United States is one of the few countries in the world that does not have a scarcity of goods and materials.

2. _____ Scarcity means "not enough of something."

3. _____ People are content to fulfill a desire and be satisfied without moving on to a new goal.

4. _____ "Cost", as used in the unit, means only the amount of money one spends for something.

5. _____ Americans usually wait until they have saved enough money before they make a major purchase.

6. _____ Economics is usually regarded as finding enough resources to meet man's unlimited wants.

7. _____ Match the following what, how and for whom.

_____ WHAT	A. Who is recipient of what you've done.
_____ HOW	B. What methods will you choose for acquiring goods and services.
_____ FOR WHOM	C. Of all things available, in what order do you work for them.

UNIT II

American Economy

OBJECTIVE: You will describe how Gross National Product...GNP illustrates the American economy and identify the three contributing elements.

OVERVIEW: How long do you think it would take to spend $785,100,000,000? How many people do you think it would take to spend this much money? These billions of dollars represent all the goods and services that the United States economy produced in 1967. It is a total of all the money spent on everything from haircuts to pizza! The total sum of all money spent is Gross National Product -- GNP. You will now learn why the GNP represents the American economy, how it is measured, and what the three contributing elements to GNP are.

LEARNING EXPERIENCES:

A. The main economic goal in America is to keep the economy moving ahead in order to prevent another depression; in other words, to promote growth and maintain stability. The growth of the American economy is measured by GNP.

1. Read #51 in Comparative Economic Systems, hereafter referred to as C.E.S., pp. 187-190.

2. Why do you think it is necessary to measure economic growth?

_____

3. What do the initials GNP stand for? _____

4. Why do economists use GNP instead of something else as a yardstick for measuring the American economy? _____

_____

5. When computing GNP, do you add the prices at which goods and services were bought or sold? _____ Why? _____

_____

The U.S. is a complex industrial society with various goals and values. Because of this complexity, it is necessary to have some standard measurement of growth. In order to find out if there is economic growth, economists total what goods and services are produced. The sum of all goods and services produced in the U.S. is called the Gross (large) National (country) Product (all the goods and services). Each product can be counted only once so it is included in the list at the final stage of its production. For example, steel made at a steel plant would not be counted until it became part of an automobile. The price counted is the one at which a product was sold.

B. When computing GNP it is important to remember that there are some warnings to heed. One cannot simply add up total sales for a year and have an accurate GNP.

1. List the four cautionary notes you must consider when figuring GNP. C.E.S., pp. 188-189.

a. _____

b. _____

c. _____

d _____

2. Use the above criteria in answering this question. Why do the figures in Table I on p. 189, C.E.S., differ from the figures on Table II, p. 190? _____

You should recognize that Table II shows GNP based on 1958 prices. In this way, you can compare the prices by the same standard (the first cautionary note). The figures in Table I are listed at the value held each year and these values change from one year to the next. In other words, a dollar might not buy as many loaves of bread in 1968 as it did in 1963. If this is true the value of the dollar decreased. In order to measure GNP accurately, you must use the same price base--such as all 1963 prices. If this is still unclear to you, ask your teacher or a classmate for help.

3. Answer the second question under Table II on p. 190. _____

_____

_____

Here you must apply the second cautionary note. In the 1930's America suffered deflation--this meant that prices were lower and there was less money to spend. Table I indicates that GNP fell in the 1930's, but Table II indicates that there was an increase in GNP in 1939. The reason it doesn't appear so large numerically is because of deflation. If you still have trouble understanding, ask for help, but be sure you learn both of these principles because you will be tested on them in the evaluation of this unit.

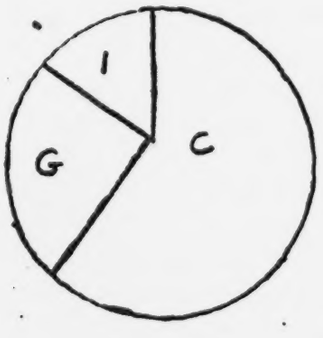
4. Using Table II, how much did the GNP increase between 1959 and 1966?

_____

5. Using Table III, p. 190, what was the per capita (per person) GNP in 1966 based on 1958 prices? Round your figures to $648 billion and $197 million. _____

By subtracting the 1959 GNP from 1966 GNP the increase is $171.8 billion. By dividing 197 million people into $648 billion the average amount of money spent by each person in the U. S. in 1966 was $4304. It is important to know the relationship between the GNP and the population because an economy must increase at a faster rate than the population. A country cannot grow economically if the population is increasing so fast that it absorbs GNP. For instance, India has a tremendous increase in population, but no increase in GNP--when GNP cannot lead the population increase, economic growth is slow.

C. The GNP is made up of interrelated parts--the consumer, the business investor and the government. Each of these spends money that totals to GNP. This illustration may help you to see how they all contribute.



Some economists have tied these three parts into the following equation:
GNP = C + I + G.

1. Write what each of these initials represent:

   C._____

   I._____

   G._____

2. From your study of a market economy in 10th grade, who decides what goods and services are produced in the U.S.? _____

3. What happens when a demand is made for goods and services?

   _____

4. If a number of housewives buy a particular type of iron, what response will come from the business investor? _____

5. If inflation occurs--(a general rise in prices and a shortage of goods), what can the government do to decrease spending?

   _____a. reduce earned incomes

   _____b. increase taxes

   _____c. take away money

A change in one will result in a change for all. If an individual (consumer) wants a particular item, the businessman supplies it. Government determines how active business is by encouraging and discouraging investment. It can also raise or lower taxes to encourage or discourage consumer spending. The level of business, in turn, has an effect on the people who receive incomes from them. Money from incomes is used to buy items, etc. The cycle does not always happen this way--this is merely an example of what might happen to show how the three components make up total GNP.

SUMMARY: The American economy is very vast and complex. It is based on GNP. You have just learned why GNP is so important. You will now examine in more detail each component of GNP and discover further how they are so closely tied to each other.

LEARNING AID:

Comparative Economic Systems, John R. Coleman.

Student Evaluation UNIT II American Economy Name_____

A. If you were figuring GNP, which of the following items would you include?

_____1. The price of automobiles.

_____2. The price of iron ore mined during the year but not manufactured into iron or steel.

_____3. The price of a lathe manufactured during the year, which is used to produce automobiles.

_____4. The price of a factory that manufactures clothing.

_____5. The salary of the President of the United States.

_____6. The price of a new four-lane highway built jointly by the state governments and the national government.

_____7. The salaries of the nation's teachers.

Which ones did you omit? _____

_____ Why? _____

_____

What rule should you remember in figuring GNP? _____

_____

B. What are the 3 components of GNP?

1. _____

2. _____

3. _____

C. Why is GNP a circular flow of income and expenses in the U. S. ?

_____

_____

D. What will probably happen to an economy's investment spend ng if consumption falls?

____ (a) Investment will fall to about the same degree.

____ (b) Investment will not change.

____ (c) Investment will not fall as much as consumption.

____ (d) Investment will fall to a greater degree than consumption.

E. A pair of shoes cost $14 on January 1 of one year. On January 1 a year later, a pair cost $14.50. If other prices behaved in a similar way, we could conclude that the nation was going through a period of

____ (a) inflation.

____ (b) deflation.

____ (c) depression.

____ (d) prosperity.

F. True - False

____ 1. In order to arrive at an accurate GNP, total sales of goods and services for a given time are totaled.

____ 2. The economic goal of America is to promote progress and maintain stability.

____ 3. In using prices to compute GNP, the price at which goods and services are sold is used.

____ 4. It is unnecessary to consider per capita GNP when deciding if economic progress has been made.

____ 5. When comparing GNP over a period of years, it is necessary to use the value held at each year.

____ 6. If total GNP rose, and per capita GNP fell during the decade of the 1930's, this shows that the economy was going through a deflationary period.

____ 7. Population should increase at a faster rate than the economy for solid economic growth.

___ 8. Goods and services are produced when there is a demand.

___ 9. The government can encourage or discourage business investment.

___ 10. When talking about GNP, what 4 cautionary notes should you keep in mind.

a. _____

b. _____

c. _____

d. _____

UNIT III

American Economy

OBJECTIVE: You will describe how consumer spending influences the American economy.

OVERVIEW: As you learned from the illustration in the previous unit, consumer spending accounts for more of GNP than government and business spending combined. When you, the consumer, decide how to spend your money, you have an influence over the entire economy. If you decide to spend your money for pizza, you are not only influencing the decision to increase production of the ingredients used to make pizza but you also encourage larger investment in building pizza parlors. You are only one among millions who make decisions like this every day. Your purchases are ballots that indicate your vote for the goods and services you prefer.

LEARNING EXPERIENCES:

A. 1. In the first learning unit, you learned what the inverted wedding cake theory of economics is. What did it reveal to you about the way consumers spend money? _____

_____

Consumer spending is the largest component of GNP. Usually, the more money people make, the more they spend. You will now learn what a great influence the consumer has on the American economy.

2. Suppose you have earned $15. In economic language, you now influence $15 worth of goods and services in the American economy.

What choices do you have to spend your money?

a. _____

b. _____

c. _____

d. _____

You obviously have any number of choices of what to do with your money. You can buy something that i) you will consume immediately, such as a milkshake, ii) you will use over a period of time, such as a sweater. You can even choose not to spend your money and still act as a consumer.

B. 1. Read #52 "Decision-Makers: The Consumer", Comparative Economic Systems, pp. 190-193.

2. Answer the following questions:

a. What mainly determines changes in consumer spending?

_____

b. If income changes, is the spending for some items going to be more flexible than others? For example, if your income increased, would you spend more money on food or clothing? _____

c. How do economists classify these goods on which consumers spend more money? _____

d. Trace the chain of events that can happen to a record manufacturer when a popular vocal group releases a new hit. Begin with the record seller, tell what influence the sale of records has on manufacturing etc., you may work with a classmate if you want.

_____

_____

_____

_____

e. Why does a change in spending affect more than one component of GNP? _____

f. What do questions a through e tell you about the relationship between C & I? _____

_____

3. Look at Transparency #52(in A-V kit, C.E.S.)

a. What does this diagram show about consumption? _____

_____

b. Why is consumption portrayed as a loop? _____

_____

c. How do business investors spend the income they receive from consumer spending?

_____

_____

_____

_____

d. Besides an increase or decrease in income, what could business do to change C in the loop? _____

Consumption is shown in the diagram as the major contributer to GNP. It represents total spending or total receipts. This illustrates C as a loop. It shows how money spent by consumers is used by business investors. Businessmen can spend this money on a) wages & profits, b) government taxes and c) investment purchases. The size of C would change if business directed a greater proportion of spending for investment or taxes.

4. You have just learned how GNP is stimulated by increased consumer spending. Now analyze what happens when the situation is reversed. Put a check in front of the phrases which illustrate the affect on the clothing industry if your income was decreased.

____ a. you would continue to buy clothes as usual

____ b. clothing is considered durable goods that would have to be postponed if your income was reduced

____ c. manufacturers would not purchase new machines to make new clothing.

____ d. investment in the clothing industry would increase

____ e. clothing outlets would increase sales personnel

____ f. incomes of people associated with the clothing industry would also be reduced

____ g. this decrease in spending would have nothing to do with the clothing industry

5. If there is a decrease in spending, would this reflect prosperity or recession in the American economy? _____

SUMMARY: Write a few brief sentences which illustrate clearly what the relationship between C & I is.

_____

_____

_____

_____

_____

_____

Check with your teacher before beginning the evaluation.

LEARNING AIDS:

Comparative Economic Systems

REFERENCE:

Our American Economy, Lindholm and Driscoll.

Student Evaluation UNIT III American Economy Name_____

A. Read the following "Case of the Hula Hoops," from Comparative Economic Systems, pp. 71-73.

The Case of the Hula Hoops

In July 1958, two men in San Gabriel, California, started the nation spinning into one of the most carefree fads of the decade. They invented the hula hoop.

The two men, owners of a small firm called the Wham-O Manufacturing Company, secured the aid of technicians from a major plastic company to design a simple plastic hoop about thirty inches in diameter. The hoop was meant to be placed around the body at waist height and then kept spinning there by rapid and rhythmical twisting of the hips. A simple enough idea, once somebody thought of it!

The fad spread at a dizzy pace. And its variations were endless. Some children and adults, too, specialized in seeing how many hoops they could keep going at one time using body, arms, and neck. Others entered contests to see how long they could keep the hoops spinning. There were classes in the finer points of hoopery, health clubs to promote the spinning habit, and "hoop-it-up" parties. Nor was the fad confined to the United States—France, Britain, and Japan soon joined in. And a Belgian expedition leaving for the Antarctic reportedly took a hoop along for the trip.

The Wham-O Manufacturing Company was not alone in the field for very long. By September 1958, at least twenty other companies were making hula hoops. Manufacturers of piping and hose quickly converted their equipment to turn out the simple plastic hoops. By mid-September, *Life* Magazine estimated that twenty million hoops had been sold for about $30 million. (Hoops sold from as low as $.79 to as high as $2.50 each.)

As quickly as it sprang up, the fad died away. The former manufacturers of piping and hose went back to making piping and hose. The retailers left with a large supply of hoops sold them at sacrifice prices; one of them cut his hoops in half and sold them as loops for decorative garden fence. So it was that a few years and twenty million hoops later, a child could ask his parents, "What's a hula hoop?"

B. Answer these questions about consumer spending.

1. In the U. S. decisions about what to produce are most

influenced by:

____ a. manufacturers

____ b. government

____ c. labor unions

____ d. consumers

2. The Wham-O Manufacturing Company:

____ a. intended that hula hoops be only a small interest item.

____ b. knew that a hula hoop fad would be a good way to make a lot of money.

____ c. introduced a simple idea that "caught on".

____ d. was looking for a way to use surplus plastic.

3. The reason sizes and grades of hula hoops were manufactured was:

____ a. there was a lot of plastic to get rid of.

____ b. consumers indicated a demand for the product.

____ c. the manufacturers weren't certain just what the public wanted.

____ d. manufacturers had nothing else to do.

4. When the demand for hula hoops increased:

____ a. the price decreased because there were so many on the market.

____ b. the price went up because the manufacturers knew the people would pay because they wanted hula hoops.

____ c. the price remained the same.

5. After the Wham-O Manufacturing Company opened the market the following occured:

____ a. they had a monopoly on hula hoops.

____ b. no one bought any more.

____ c. the prices dropped.

____ d. competitors also started making hula hoops.

6. What chain of events occurred to increase GNP when the hula hoops were successful?

_____

_____

_____

_____

_____

7. What happened when the <u>supply</u> of hula hoops increased and the <u>demand</u> decreased?

_____

_____

_____

8. What effect did hula hoops have on GNP. _____

_____

9. If there is a small change in C, does it result in large or small change for D? _____

10. How did the C & I interact in the hula hoop craze?

_____

_____

UNIT IV

American Economy

OBJECTIVE: You will describe the interaction between business and the consumer by explaining how each influences the decisions of the other.

OVERVIEW: You, the consumer, base your decisions on how to spend your money according to personal needs and desires. You probably pay little attention to what contribution you make to GNP, although as you have already learned, it is a major one. Businessmen must also decide how to use corporate money. The businessman thinks not only of his own business, but what effect his decisions will have on the whole economy and vice versa. One decision he must make is whether to reinvest his money in his business or not. In this unit you will examine both the influence that the businessman's decisions have on the economy and the influence that the consumer has on the businessman's decisions.

LEARNING EXPERIENCES:

A. 1. What component of GNP are you studying in this learning unit?

_____

2. Why is consumer spending the major contributor in a market economy? _____

B. 1. Read #53, "Decision-Makers: The Business Investor," in Comparative Economic Systems, pp. 193-196.

2. Using the reading as a guide, answer the following questions.

a. What are the three ingredients of I? Give a few examples for each that are not specifically mentioned in the text:

i. _____ _____

_____

_____

ii. _____ _____

_____

_____

iii. _____ _____

_____

_____

b. Check the statement which <u>least</u> explains why investment fell off during the late 1920's:

i. ____producers of durable goods were producing more than they could sell.

ii. ____there was no necessity to buy new machines to produce more goods.

iii. ____no new jobs were being created by businesses.

iv. ____people were buying too many products.

c. If you were a businessman during the 1920's would you have increased your inventory in expectation of future sales?

_____ Explain why you made your decision.

_____

If you are uncertain about any of the answers you have given, check with the text, your teacher or another classmate.

C. 1. Select a classmate with whom you would like to work. Pretend you are business partners. Write your choice of a business.

_____ You will be asked to make decisions about your business that reveal your expectations about the economy.

2. It is the time of year when you and your partner must decide what to do with the profits of the previous year. What questions must you ask yourselves before making a decision? List them.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Using the above questions as a guide, list the decisions you made and for what reason.

a. _____

b. _____

c. _____

d. _____

e. _____

4. How does the consumer influence your decisions and what could happen to your business if you made the wrong decision?

_____

You should be able to see that your business will probably fail--people will lose jobs, they will have no incomes to purchase other products etc. When deciding what to do with your money, you should see what the prospects are for the coming year. If they indicate an investment for increased production then it would be a wise move. But if prospects are dismal for profit, then the money would better be given to stockholders, etc.

5. How does a consumer <u>react</u> to "good times?" _____

_____

How does a businessman <u>reflect</u> "good times?" _____

_____

6. How does a consumer react to "bad times?" _____

_____

How do "bad times" affect businessmen's decisions? _____

_____

7. You read how important it is for businessmen to base their intentions on extensive study. You saw how General Motors would stimulate others by increasing their own production. What other industries do you think would be affected by G.M.'s decision? List at least four.

a. _____ c. _____

b. _____ d. _____

SUMMARY: Write a few brief sentences that illustrate your understanding of the influence business has on the economy. When you have finished, check with your teacher to see if it is satisfactory before beginning your evaluation.

_____

_____

_____

_____

_____

LEARNING AID:

Comparative Economic Systems.

REFERENCE:

Our American Economy.

Student Evaluation UNIT IV American Economy Name_____

Show how you will recognize the relationship between the business investor and GNP by answering true or false to the following statements.

_____1. A modern businessman can best be described as the center of many pressures exerted by a great variety of people.

_____2. A businessman is in trouble if he produces more material than he can sell.

_____3. If a businessman was unable to sell products, he would probably invest more money in his machinery.

_____4. The least important factor considered by investors is what business prospects for the future are.

_____5. If an auto manufacturer is thinking of building a new division, he must first examine whether the profits from that investment would be greater than the profits he might make from investing the money another way.

_____6. A businessman is absolutely certain of what is going to happen to his money before he invests it.

_____7. If major companies like Alcoa display confidence in the future, small companies don't bother investing because they assume they don't have a chance competing against a larger company.

_____8. If business expands, it means more jobs and more income for consumers.

_____9. Business investment can be compared to dominoes; if some investors are reluctant to invest, others are likely to follow their pattern.

_____10. The 1964 tax cut was one stimulus to G.M's. major investment plan that created 50,000 new jobs.

UNIT V

American Economy

OBJECTIVE: You will analyze the role of government in influencing business and consumer spending in the American economy.

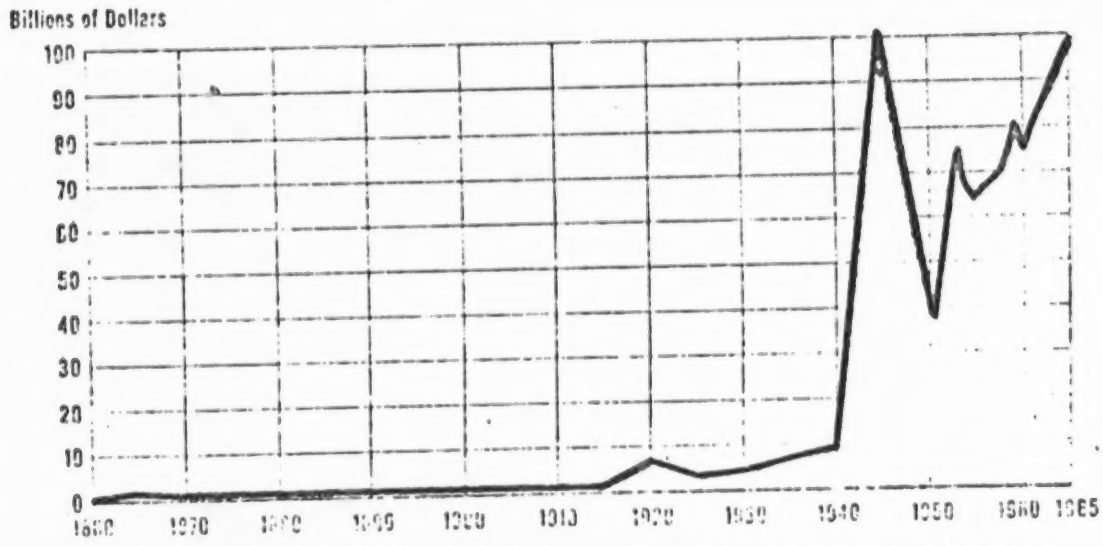
OVERVIEW: As an American citizen, you benefit from the goods and services that are paid for by the third contributor to GNP--the government. Government spending includes such items as public schools, streets and roads, hospitals, postal service, research in space and upkeep of our national defense. Every day you are affected in some way by local, state and Federal government spending. In this unit you will learn how government contributes to the total GNP picture--where the money comes from and how it is spent and how taxing and government spending affects both consumer and business expenditures.

LEARNING EXPERIENCES:

A. Fill in the blank. C + I + _____ = GNP. _____

B. Use the chart below to answer the questions on government spending (expenditures).

EXPENDITURES OF THE FEDERAL GOVERNMENT
1860-1965



SOURCES Data from U.S. Dept of Commerce Bureau of the Census Historical Statistics

1. According to the chart, what happened to government spending between 1910 and 1920? _____

2. Can you think of any reasons for increased government spending?

_____

3. What happened to government spending between 1940 and 1950?

_____

4. Are there any similarities for the 2 increases? _____
On what was government money spent after 1940 that maintained high spending? _____

_____

There were two world wars which forced government to spend money on armed forces. Since the end of World War II the Cold War has caused the government to spend most of its money on weapons and defense, and programs such as Medicare, Social Security. These are new programs which were not in existence before 1940.

C. Read #54 "Decision-Makers: The Government," in Comparative Economic Systems, pp. 196-198.

1. From what source does the Federal government receive its money? _____

2. Where do state and local governments receive their money?

_____

3. On what does the Federal government spend its money?

_____

_____

4. On what do state and local governments spend most of their money? _____

_____

Most of the government money is derived from taxes. Revenues for the Federal government come mainly from personal and business income taxes. States collect money through sales taxes, property taxes and income taxes. Although some of the government spending overlaps at a state and Federal level on

such things as education, welfare and highways, the Federal government uses the largest portion of its income paying for past wars and preparing for or preventing future wars.

D. This learning experience will help you to understand what benefit you receive from paying taxes.

1. Why was government spending so low in the 19th century?

_____

2. What caused it to change? _____

3. Did people living in the 19th century pay taxes? _____
   Explain. _____

4. Why do you pay taxes today? _____

_____

5. Why is there a difference? _____

_____

Taxes were unnecessary in the early days of the republic because government maintained only a small army and navy. People demanded few direct services from their government. The opposite is true today. As you learned in Experience C on page 2, the government must spend more money on public services--money which comes from taxes.

6. Look at the services rendered by the government as listed in the chart on the next page. Of these, are there any which you could provide for yourself, without government spending any money? List them.

_____ _____

_____ _____

_____ _____

	All Governments	Federal	State	Local
Total expenditures *	$156,840	$92,025	$22,497	$42,324
Space research	2,529	2,529	....	....
National defense	54,607	54,607	....	....
Postal service	4,402	4,402	....	....
Education	24,763	2,134	3,546	19,083
Highways	11,301	3,146	8,841	3,739
Health and hospitals	6,689	2,192	2,538	2,426
Natural resources	11,381	9,957	1,125	494
Public welfare	5,599	114	2,543	2,804
Police	2,586	220	303	2,051
Local fire protection	1,186	....	....	1,186
Sanitation and sewerage	2,187	....	....	2,187
Local parks and recreation	978	....	....	978
Housing and urban renewal	1,756	880	55	1,235
Correction	939	56	586	297
Local libraries	401	....	....	401
General control	3,397	1,016	299	2,083
Interest on general debt	9,732	7,682	721	1,478
Other	22,095	8,671	4,058	10,984

* Because of rounding, detailed figures may not add to exact total figure given.

SOURCE: Data from U.S. Dept. of Commerce, *Statistical Abstract of the United States: 1965* and *Governmental Finances in 1963*.

7. Which three expenditures are completely Federal?

_____

_____

_____

8. Were these same expenditures necessary in the 19th century?

_____

9. Write a one sentence summary explaining why government spending has increased. _____

_____

E. Look at transparencies #52-54 to see the relationship government spending and taxes have to GNP.

1. The government spending flows:

____ a. in a circle

____ b. out of consumer control

____ c. only into GNP

2. Do taxes take dollars out of the economy or put them back in?

_____ Explain. _____

_____

3. Does government spending take dollars out of economy or put them back in? _____ Explain. _____

_____

There is a circular flow of government spending. When you pay taxes, you cannot use that tax money to buy other goods and services. You have paid that money to the government which in turn spends it on things such as national defense, social welfare--from which you benefit. When the government spends that money it is counted as GNP--the more the government spends, the less is left to C & I.

4. If your taxes were increased, that means that a larger percentage of _____ went into GNP. The smaller percentages of GNP would be left to whom? _____

5. On page 197, CES, who determines how much money is to be spent on C & I? _____

6. Do these same people determine how government spends its money? _____ How? _____

_____

You know already that there are certain services such as fire protection that are better provided for by a central rather than individual authority. The citizenry permits its government to do this.

F. Americans place a high value on letting individuals decide how they want to spend their money. They also want good services provided by the government. The goal here is to balance both kinds of spending. Public spending refers to money spent on a service which all citizens have the opportunity to enjoy--such as a public highway. Private spending refers to your purchase of an automobile--a consumer item. If you do not understand this difference, read p. 198 in CES, or ask one of your classmates to explain it to you.

1. Work with a classmate to list some examples of public & private spending that are inter-related. You have an example already:

	Private	Public
a.	automobiles	highway
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

SUMMARY: Now you have seen how all three of these components are inter-related--business investment, the consumer and the government all contribute to GNP. The government spends money like you, the consumer, or you, the businessman. Government spending is divided into 2 types--public and private. The American economy is directed toward maintaining a balance between the two. In the last learning unit on this topic, you will discover what conflicts are involved in making policy decisions about spending. These decisions are ones that affect all three contributors of GNP.

LEARNING AIDS:

Comparative Economic Systems

Transparencies # 52-54.

Student Evaluation UNIT V American Economy Name_____

1. Government expenditures means government _____.

2. On what does the government spend the majority of its money?

_____

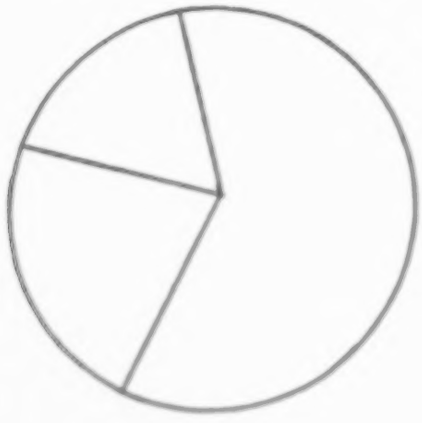
3. Of the following list of government services, label whether the level of responsibility is on Federal, state or local level:

   a. space research _____
   b. education _____
   c. sanitation _____
   d. urban renewal _____
   e. highways _____

4. From what source does government get most is its money? _____

_____

5. In the following diagram, label the contributiors to GNP.



6. If you were asked to give a brief explanation of how the American economy functions, how would you describe it? _____

_____

_____

_____

_____

UNIT VI

American Economy

OBJECTIVE: You will identify some of the factors considered by policy planners when making fiscal decisions.

OVERVIEW: Have you ever found yourself confronted with the problem of how to spend a limited amount of money? Suppose you had $5. Would you rather buy a new sweater, spend it on a date, or put it in a savings account? Whatever your final decision, the important thing to remember is that there were a number of alternatives open to you. You selected the one which was the most desirable for you.

In the same way, government officials must decide how to spend tax money. You already learned in the opening unit on the American economy that resources are not unlimited. Decisions on what to do with available resources must be made. Conflicts become obvious as more choices are made available. Should government funds be spent for national defense, the war in Vietnam, or the rebuilding of American cities? Is it more important to set aside money for education or highways? To illustrate how government makes economic decisions you will examine conflicting opinions about whether or not there should be an Apollo space program. You will see what alternatives must be considered before final decisions are made. These decisions then become the basis for making fiscal policy.

LEARNING EXPERIENCES:

A. 1. You have just found a job after school which will supplement your limited supply of money. You should now make some decisions about what you are going to do with this money. What choices do you have to use your money? List five that are open to you and opposite them, tell why you would consider spending your

money this way. For example,

a.	put money in savings	to be used for next vacation
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____

2. What was your final decision about how to spend your money?

_____

3. What needs did you consider when making this decision? _____

_____

4. Why did you choose the alternative you did? _____

_____

5. Was your decision a rational one? _____

_____

6. Are the decisions made usually rational ones? _____

7. What reasons could be biven for not always being rational?

_____

_____

The process you go through in choosing what to do with your resources is called <u>economizing</u>. All parts of society go through this process. Your parents do when they decide if they want to buy a new appliance or save that money for an evening's entertainment. In deciding how to best use resources, not only present, but future needs must be thought of. When making these decisions, the <u>value</u> of each alternative must be considered. This value cannot always be stated in monetary terms. The national government faces the same economizing process in making decisions. What is the purpose of using resources, how can they be most effectively used? _____

_____

_____

B. 1. In the booklet, Today's Economics, read pages 7-10 which deal with allocation of resources for our nation's space program. Use this reference in answering the following items.

2. In the chart below, fill in the reasons why supporters think men should be sent to the moon and the arguments given by those against the space program.

Supporters	Critics
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

3. Below are some statements which might be spoken by a critic of the space program and ones which might be spoken by a supporter of the space program. Indicate by placing a C if the speaker is a critic and an S if the speaker is a supporter.

a. _____ We should not worry about sending a man to the moon until we settle our problems on earth.

b. _____ The space program creates jobs for many people.

c. _____ Scientists should be spending more time on medical research.

d. _____ The U.S. must land men on the moon ahead of the Russians.

e. _____ New resources found on the moon will help solve forms of scarcity on earth.

4. In the first learning unit on this topic of American economy, you learned three questions that should be asked when making choices about what to do with limited resources. List them again.

a. _____

b. _____

c. _____

5. Apply these three questions to the space program by asking them again in the form of questions that would be asked by Congress.

a. _____

b. _____

c. _____

6. Do you see any similarities in the way Congress considers alternatives and the way you do? _____

_____

7. What other needs must Congress consider before making a descision?

_____

_____

8. When Congress decides whether or not resources are to be allocated for the space program (or any other project) there are political, economic and social alternatives which are considered. List some other ways that the money suggested for the space program could be spent.

a. _____

b. _____

c. _____

d. _____

e. _____

9. What decision do you think Congress <u>should</u> make? _____

Why? _____

_____

10. What decision do you think Congress <u>did</u> make? _____

Why? _____

11. When Congress makes a decision, do you think it will always be in the most rational way? _____ Explain. _____

_____

12. Would a Senator from Florida be any more enthused about the space program than a Senator from New York? _____ List three reasons why he might.

a. _____

b. _____

c. _____

Politics often enters the picture because representatives from states where the Government has built space facilities or whose economies depend heavily on space industries are more likely to favor the space program.

13. Is it likely that if the money is not alloted to the space program, it will be spent in reducing the earthly problems of mankind? _____ Explain. _____

_____

14. How does the decision by Congress affect you? _____

_____

C. 1. Pretend your classroom is the floor of Congress. Divide your class into those <u>for</u> and those <u>against</u> the space program and prepare to debate this topic. You should do some extra reading in class to sharpen your arguments. The Reader's Guide in your school library will help you to locate additional sources. Your teacher will help you organize your debate.

a. What was the conclusion of your debate? _____

_____

b. Do you agree with the decision? _____ Explain. _____

_____

_____

SUMMARY: You have just studied the background against which Congress must weigh the importance of Project Apollo. The problem of making choices applies to almost any problem--personal or national. You have asked the questions that should be answered before decisions are made. Debates and decisions are centered around them. As you know from your own experience, a rational conclusion is not always reached. The importance of this unit is for you to learn that establishing fiscal policy is a complex matter of making choices that affect the entire nation.

LEARNING AIDS:

Today's Economics. AEP

Student Evaluation UNIT VI American Economy Name_____

You now know what considerations must be made before fiscal decisions become final. Apply the principles you learned in the unit to the situations listed below.

1. Some scientists have urged a more extensive program for exploring the sea and related oceanographic studies. The supporters claim that the United States has fallen behind other nations in this field. What reasons can you think of <u>for</u> and <u>against</u> these ocean studies. List not only economic but political reasons on either side.

2. Taxes continue to increase. The reason given by the Government is that mounting costs of the Vietnam war necessitates this increase. What statements can you make supporting this reason? Can you think of any alternatives to this? Are there any political considerations involved?

APPENDIX D

Key to the Achievement Code

ACADEMIC ACHIEVEMENT RECORD

This academic achievement record lists the specific objectives the student is expected to fulfill in the course and also indicates the level of his achievement of each objective. The code explaining the levels of achievement is given below. The student who receives this document has the fundamental skills and knowledge to advance in the subject area.

Key to Achievement Code

Limited Achievement:

The student recognizes the terms, tools, skills, information sources, and basic concepts necessary to minimal level tasks. He performs minimal level tasks with direction.

Moderate Achievement:

The student applies his knowledge of terms, tools, skills, and information sources to given tasks and problems. The student can state the relationship of the tasks or problems to the concepts of this course. In some situations, he performs well on his own, in others he needs some assistance.

Satisfactory Achievement:

The student transfers his knowledge and application of these terms, tools, skills, and information sources to unfamiliar tasks and problems. He is able to explain the concepts of this course and requires little assistance to complete assignments successfully.

APPENDIX E

Behavorial Objectives
10th and 11th Grade

11th GRADE OBJECTIVES

American Foreign Relations

UNIT I:

Compare the goals of the U.S. government in international relations in the 1950's and 1960's. Explain the change in the role of the government. Give examples of programs through which the U.S. attempts to carry out these goals.

UNIT II:

Describe the developing role of the U.S. in foreign affairs from the policy of non-involvement in 1/89 to accepted world leadership.

UNIT III:

Define the decision-makers of American foreign policy and describe the role they play in establishing this policy.

UNIT IV:

You will decide if you think the United States has any responsibility to feed, clothe, provide weapons, etc., to other countries, and if so, name the duties and to what extent the U.S. is responsible.

UNIT V:

Analyze how the behavior of individual Americans abroad influences the image that people in other countries have of the United States. Describe the reaction by these citizens of other countries.

UNIT VI:

Decide where you think the U.S. is headed in foreign policy. Suggest some specific guidelines you feel are necessary for the success of present and future policy.

Legislative Decision-Making

1. Describe a simulation game and list the objectives in playing the game.

2. Play "The Game of Democracy."

3. Analyze "The Game of Democracy" by describing what you learned from playing this game, whether or not you consider this game an accurate description of legislative decision-making and how, if at all, you would change the game.

Labor-Management Objectives

1. Describe stages of development in the American industrial system that resulted in a change of attitude toward employment by both the employer and the employee.

2. Identify the grievances expressed by the workers against their employers. Describe the limit to which you think workers can go in requesting changes by management. Be prepared to support your opinion.

3. Identify and describe the methods used to settle disputes by both labor and management.

4. Decide whether you think the strike should be used by <u>all</u> workers to achieve demands. Be specific in describing the conditions under which an individual or a group should strike.

5. Examine the number of people affected by conflict between labor and management. Decide whether or not it is possible for these conflicts to be settled so that everyone will benefit.

6. Define public interest and analyze the changing role of government in protecting the public interest.

Discrimination Objectives

1. You will decide whether minority groups in America have been given the opportunity to be successful.

2. You will identify and describe some common forms of discrimination that occur in America.

3. You will recognize ways in which an individual acquires an image of himself and how the behavior of others can affect that image.

4. You will recognize and be able to describe the tactics used by minority groups to cope with the discrimination they experience.

5. You will examine the legal steps taken by the federal government to balance the relationship between majority and minority groups. You will decide if the government enforces these measures, and if so, to what extent.

6. You will decide whether society is responsible for advancement of disadvantaged groups or whether they should be responsible for their own education, income etc. You will be asked to defend your opinion and the basis on which it was made.

OBJECTIVES

American Economy

1. You will describe how the uniqueness of the American economy influence what Americans do with their money.
2. You will describe how Gross National Produce...GNP illustrates the American economy and identify the three contributing elements.
3. You will describe how consumer spending influences the American econom
4. You will describe the interaction between business and the consumer by explaining how each influences the decisions of the other.
5. You will analyze the role of government in influencing business and consumer spending in the American economy.
6. You will identify some of the factors considered by policy planners wh making fiscal decisions.

IMMIGRATION

Objectives

Unit I:

You will describe at least five common motives why immigrants chose to come to America rather than another country.

Unit II:

You will analyze the problems of adjustment faced by the immigrant once he began to establish a home.

Unit III:

You will explain the change in attitude toward the immigrant from 1917 to the present.

Unit IV:

You will describe how an immigrant became involved in the democratic system by becoming a participant in the politics of his city.

Unit V:

You will demonstrate how our society prejudges individuals according to national origins.

Unit VI:

You will illustrate the extensive influence that customs and contributions of various ethnic groups have on your life.

URBAN PROBLEMS Slum Housing

Objectives

Unit I:

You will describe in writing the five zones of city life and how the slums developed.

Unit II:

You will describe the conditions under which people live in the slums and what effect these conditions have on their lives.

Unit III:

You will describe, in writing, how the people living in the slums become entangled in their environment and whether or not there is a means for them to change their way of life.

Unit IV:

Analyze the labor problems that a private corporation faces when it locates in a slum area.

Unit V:

After you have investigated the efforts of government and private enterprise to attack problems of the slums, form your own opinion about the responsibility of each. Defend your opinion.

URBAN PROBLEMS Air Pollution

Objectives

Unit I:

You will demonstrate, through discussion, your understanding of the use of satire (use of humor to ridicule or expose) to illustrate a social problem.

Unit II:

You will, at the end of this unit, list some causes for increased air pollution in our cities. You will also state why our advanced technology has been partially responsible for our contaminated air.

Unit III:

You will state ways in which you and your environment are affected by air pollution.

Unit IV:

At the end of this unit you will describe what action is being taken by local, state and federal authorities to lessen the danger and reduce the sources of air pollution. You will also be able to justify why and how all three levels of government are involved in the solution of one of this country's most serious problems.

REVOLUTION

Objectives

Unit I:

You will recognize the conflict between established authority and an interest group--the alternatives open to each side when there is dissatisfaction by the interest group.

Unit II:

You will define the extent of power by England and the responding challenge by the colonists to this power in order to decide whether or not the challenge was justified.

Unit III:

You will clearly identify the conflict involved between the loyalist and the rebel causes in the American Revolution in terms of their interest and goals.

Unit IV:

You will recognize means of protest used in challenging authority and to what extent individuals go to gain what they believe is just.

Unit V:

By evaluating its affect, you will decide when violence is an appropriate means of protest--and to what extent.

CLEAR THINKING

Objectives

Unit I:

At the end of this unit, you will be able to recognize emotional terms from a written article and demonstrate that you are aware of the author's attitude and how he is trying to persuade you to think.

Unit II:

At the end of this unit you will purposely create a misleading and a favorable impression by selecting particular words or phrases from a paragraph and quoting them out of context.

Unit III:

At the end of this unit, you will illustrate the technique rationalization, and demonstrate that you can recognize when someone else uses it.

Unit IV:

You will, after this unit, identify various types of appeal that are being used to sway your opinion. You will decide what trait of your character the ad is suppose to affect.

Unit V:

You will distinguish between an editorial and a news presentation.

Unit VI:

At the end of this unit, you will apply criteria (standards of measurement) to any source of information, either in or out of the classroom, with which you may come in contact.

Unit VII:

You will, at the end of this unit, demonstrate ability to separate fact from opinion by applying some of the techniques learned in the previous units such as the use of emotional words, appeal, or quoting out of context.

CLEAR THINKING

Objectives (Contd)

Unit VIII:

In this unit you will combine many of the techniques you have been studying in the past few units when analyzing two viewpoints on the same topic. You will be increasing your ability to judge and evaluate data by reading accounts of some historical events. At the close of this unit, you will examine critically "historical" information which is presented to you.

COURSE OBJECTIVES

10th Grade

Studying History

Unit I:

Analyze the given information to determine which of the statements are factual and which are interpretive.

Unit II:

Place a body of data in categories and explain why you chose to categorize the data as you did. Then explain how an historian's bias can determine the particular manner in which he categorizes a body of data.

Unit III:

Define the term, hypothesis. Then form a working hypothesis about the shooting of James Powell.

Unit IV:

Revise and validate a hypothesis concerning the shooting of James Powell on the basis of added evidence.

Unit V:

Decide whether or not there was an unidentified flying object (UFO) in the Michigan skies on March 21, 1966.

Economic Decision-Making

Unit I:

Analyze the effect of economic scarcity on the real cost of making economic choices.

Unit II:

Define the three kinds of economic decision-making--traditional, market, and command--by explaining how each system answers the following economic questions:

1. What to produce?
2. How to produce?
3. How much to produce?
4. For whom to produce?

Unit III:

Analyze and compare the operation of a market and a command economy by applying the decision-making process used by each system.

Urbanization

Unit I:

Define the term urban by listing the characteristics of urban life and the problems that urban areas must face.

Unit II:

List the reasons for the development of cities and explain how changing technology has affected:

1. The lives of people who live in cities.
2. The development of cities.

Unit III:

Analyze the effects of the growth of industry on Manchester by comparing the layout of Manchester at different time periods by using industrial plan maps.

Unit IV:

Analyze the effects of industrial growth in Manchester upon the lives of the people who lived there by studying the living conditions of the

factory workers. Decide whether rural or urban life was more desirable in the nineteenth century.

Unit V:

Perform an in-depth study of any one aspect of urbanization which you may choose.

NATIONALISM

1. Describe the feelings that nationalism arouses in men.

2. Analyze a specific example of nationalism in the 1960's. Explain how nationalism has prevented peace in the Middle East.

3. Analyze European imperialism in Africa in the 19th and 20th centuries; describe the nationalist feelings created on both sides as a result of imperialism.

4. Describe the nationalistic attitudes that cause unrest in Africa; identify small scale nationalism in the form of tribal loyalties that resulted in the Nigerian civil war.

5. Identify actions that reflect current Chinese nationalism both on the island of Taiwan and on the Chinese mainland.

6. Decide whether you think nationalism is a practical concept to pursue in the interest of world peace. Be prepared to defend your answer.

REVOLUTIONS

1. Compare the way people lived in France before the French Revolution of 1789 with the way people lived in Russia before the Revolution of 1917. Decide whether these kinds of living conditions cause men to desire political revolution.

2. Identify and compare the demands of the French and Russian revolutionaries.

3. Identify the factors that allowed the French and Russian revolutions to occur. Decide what conditions allow a revolution to happen.

4. Evaluate the achievements of the French and Russian revolutions by comparing:

   a. Living conditions for t'e comman man before and after the revolution

   b. The goals of the revolutionaries with the actual practices of new government.

5. Define the term political revolution by developing a list of conditions so that you can judge whether or not a series of events constitutes a revolution.

AGRICULTURE

1. Apply the three types of economic decision-making to agriculture. Then list the problems of agriculture which demand the applications of decision-making skills.

2. Compare the farming methods in traditional China with those of the United States today. Decide why the American farm community can produce so much more with fewer farmers than the Chinese can.

3. Analyze the influence of government on American agriculture.

4. Analyze the effects of the Soviet government control of agriculture. Compare the role of the Russian government in agriculture with that of the United States government in agriculture.

5. Play the role of a government agricultural planner in India and develop a plan to modernize Indian farming so that the country will be able to produce enough food to feed her whole populations.

POLITICAL SYSTEMS

1. Define the concepts used in analyzing a political system -- its leaders, role of its citizens, the decision-making process, its institutions and the goals toward which it strives.

2. Analyze the political system of France during the reign of Louis XIV (1661-1715).

3. Compare and contrast the political system in France during the reign of Louis XIV with the political system in England during the Glorious Revolution.

4. Describe the ideology and political institutions of the Soviet Union today. Identify the relationship between the two, recognize any changes in that relationship that may have occurred.

5. Identify and describe leadership characteristics, the role of a citizen and political decision-making in the present Soviet political system.

6. Apply the concepts used in analyzing political systems to the democratic process exercised in the United States.

APPENDIX F

Information on Implementation and Management

Individually prescribed learning units imply not only responsibility to the student for his own learning, but also to the teacher for appropriate guidance and direction.

With Project ABLE, the teacher is freed of the time-consuming tasks of outlining a curriculum, researching for learning aids, devising a timetable and preparing lesson plans. Time which previously was used for these purposes can now be devoted to thorough familiarization with the activities plus classroom preparation of the materials and aids necessary to support these activities.

At the beginning of the program the following procedure is suggested:

First: Instruct the students to leaf through the learning unit for a few minutes.

Then: Explain to the students the meaning of:

1. Objective
2. Overview
3. Learning Experience
4. Summary
5. Learning Aids

1. The Objective is the goal toward which student effort is directed in the unit. It is stated in "behavioral terms," which means the student must demonstrate achievement of the goal.

   The Objective states "what" he should learn at the completion of the unit.

2. The Overview explains the why it is important to achieve the stated goal and how it can benefit the student.

   The Overview states "why" a particular goal has been chosen.

3. The Learning Experience guides the student in a step-by-step procedure to achieve the goal.

   The Learning Experience shows "how" the student will achieve the goal.

4. The Summary reviews the reason for the particular activity and reinforces the learning that hopefully occurred.

> The Summary is a brief "review" of the learning unit.

5. The Learning Aids are the supplementary materials that help the student learn efficiently.

> The Learning Aids are the "tools" of the learning unit.

The student should not leave any question unanswered; he should be encouraged to attempt a response and will not be punished for incorrect answers if an honest attempt has been made. In case of answers like: "I don't know," "I don't understand," and "I forgot," the student must either turn to the reference-source for information or request help from the teacher.

At this point the teacher's function is crucial. He leads the student back to the last point of understanding and guides the student in comprehension of the concept. After answering the same question from different students several times, the teacher can gather a small group to discuss the point in question and make a notation for revision of the material.

The student is to either check each of his responses immediately with an answer sheet or confer with the teacher before he receives the evaluation. If the unit has been used properly, then achievement on the evaluation should be satisfactory.

During the students' work, the teacher uses his own judgment in supervising discussions, lending assistance and conferring with students.

The teacher checks the performance evaluation and places judgment on the level of achievement. This scale is explained in the "academic achievement record." See Appendix D.

The possibility exists that in the future these evaluations and possibly some of the responses to the learning activities can be restructured for the use of a device similar to the "Trainer - Tester Response Card" used in the non-academic areas. The nature of the Social Studies curriculum, however, plus the emphasis placed on open-ended answers and development of decision-making skills does not fit comfortably into this evaluation structure.

The brief preceding orientation on the format of the learning unit is a weak substitute for the teacher training program already recommended. The teacher is one of the keystones in the success of the program, for he assumes responsibility for not only directing and guiding student activity but contributing to the improvement of the units through observation and specific suggestions.

TEACHER INTRODUCTION TO UNIT I

This first unit of study may seem extremely regimented - it is! The objective in Unit I is to begin to train students to think analytically about history. For many of these students this will be the first time that they are required to make judgments and evaluate data rather than accept it at face value. It will not be easy for them to change their thinking to a course which is oriented toward problem-solving and decision-making. It will be totally impossible if they do not develop the skills of the historical mode of inquiry. In a sense, the entire project ABLE curriculum depends on the success of this first unit of instruction and its application in all future units. For this reason, classroom procedures are explicitly outlined.

One will notice that this first unit is structured around the class as a group rather than upon individualized instruction, yet it is hoped that students will be strongly encouraged to think for themselves and to draw their own conclusions within the framework of a rather large group. This technique was chosen purposely because it is felt that students who have never worked on an individualized basis before must be guided into such techniques gradually. In this unit, the class will be divided into small groups instructed to make decisions among themselves; then the class will be brought together in a large group to evaluate the decision-making process. In this way the class learns together and no one is singled out for error. At the same time it is hoped that such exercises will serve as examples for the students so that they will begin to become familiar with and apply these skills. Finally, it is hoped that the students will be able to transfer these skills for use when they are working independently in future units and in real life.

It is important for the teacher to work with each of the small groups as they try to make decisions in class and that students be guided in classroom discussions toward a critical evaluation of the methods and thought processes employed to arrive at the various decisions. It is also important that students help each other by criticizing and evaluating their own decisions. They should not be TOLD but guided to DISCOVERING their own errors of misinterpretation. Although their thought processes should be similar, the

conclusions which they reach need not be identical. Throughout the year, no matter what the content of the unit being considered, one of the teacher's primary responsibilities will be to re-emphasize and further develop these skills of inquiry in assisting the students to reach and evaluate the decisions they will be making.

Day 1 - Lesson Plan

Objectives:

1. To know how historians determine what is factually accurate by seeking corroborative statements from people with different frames of reference and by analyzing the validity of statements through both external and internal evidence.

2. To analyze the unstated assumptions and to distinguish between fact and interpretation of those facts.

3. To evaluate the internal evidence of a document in order to establish its credibility.

4. To establish a list of criteria for distinguishing between fact and interpretation.

Materials:

Short reading for in-class use. (James Powell, 2 viewpoints of the shooting, ESI, pp. 1-5, New York Times; July 17, 1964)

Have students read short but conflicting reports of events in class. Ask what they believe to be true in the article and what they consider to be the author's interpretation.

Allow students time to read the article.

Allow students to list the information which they consider factual. Encourage disagreement among the students forcing the students to justify their choices.

Why did you choose some information as factual?

In answering this question, the students will be setting up criteria of validity. Guide them to setting up their criteria in general terms so that it can be applied to all kinds of historial materials, such as aspects of credibility as historical analogy.

Suppose there was only one account. How would you determine fact then?

Author's reputation, language, objectivity, and purpose of author should be emphasized.

Examine the following statements:

1. James Powell was killed by a policeman.
2. Negroes in New York City live in overcrowded and generally disadvantaged conditions.

How are these statements alike? different?

Discuss and distinguish between facts as events and as standing conditions. Have students explain why they believe both statements. Lead students to the conclusion that both single-event facts and facts describing standing conditions can only be accepted as accurate and truthful by applying the same criteria of validity.

How can a historian or a history student distinguish between fact and opinion? Or decide whether or not a statement is accurate.

This is a summary question. Get students to reiterate concisely that their criteria of credibility are the important distinction between fact and opinion.

Pass out sheet with list of animals and explanation of classification. Ask students to make three or four different classification lists for homework and to bring them in to class the next day.

Day II - Lesson Plan

Objectives:

1. To know that the classification of information is a function of a person's frame of reference, background, and biases.

2. To know that the historian's frame of reference is a product of his culture and that it is so rigid that it can prevent accurate reporting or interpretation of events.

3. To be able to recognize and analyze the unstated assumptions out of which a classification scheme grows.

4. To hypothesize about the frame of reference of various people on various topics.

5. To evaluate in terms of internal evidence the degree to which the accounts of the Powell incident were factually accurate.

Materials:

1. Transparencies: word list, and ink blot
2. Reading: "How a Historian Classifies Information"

In what ways would you classify the terms in the list you had for homework?

Have several students put their classification schemes on the board and explain why they classified the terms in the way they did. Let rest of students list any different classification schemes outloud for the class.

What do all of your classification schemes have in common?

They are all derived from the biological sciences.

Flash transparencies 1a, 1b, and 1c. Ask students to explain classification scheme of person who made transparencies. How are these classifications different from yours?

Students should realize that this person was thinking like a writer or an English teacher, and that they were thinking in different terms or with different frames of reference.

Introduce term Frame of reference.

Get students to define this term.

Flash ink blot transparency on the board. Ask students to write down the first thing that comes to their minds and then report what they wrote to class. Why did many of you see different things?

Students should explain why they thought or what they did and realize that their own frames of reference are different too.

Refer to yesterday's reading of the Powell incident. Why were the reports different?

Students should now be able to hypothesize about the two authors' different frames of reference. Their probable values, background, and biases should be analyzed. Explain racial attitudes.

How would a Russian evaluate communism? How would you expect an American to evaluate the same thing? Why are they different?

Students should explain that culture and background influence each individual.

Compare impressions of African Bushman and American citizen's impressions of electric power.

People have preconceived notions to explain what they experience. Africans see spirits and Americans see scientific achievement.

How would a doctor explain a remarkable recovery of a very sick man? How might a clergyman explain it?

Students should realize that education and training influence one's viewpoint.

What do these differences in frame of reference imply for the historian?

Students should conclude that historians too have different frames of reference which will color their interpretation of history.

In what order would you put the events of the Powell shooting? Which are the most important?

Let students fool around with this for a few minutes.

Why are there several different interpretations of the incidents?

This question should elicit a summary statement from the students that the historian's frame of reference determines what he will select and stress in gathering data.

What problems does this pose for students of history?

Here students should reiterate the point that historians must evaluate the internal as well as external evidence of information and the author who wrote it when trying to discover what actually happened and why.

How do you know what to believe?

Applying criteria of credibility to all information is the important thing.

TEACHER'S NOTE - Days III and IV

This section on formulating and validating a hypothesis will take at least two days. It is here that we get at the crux of decision-making; thus, this lesson's importance to the whole course of study is obvious. It is important to be sure that the students understand the decision-making process involved in formulating a hypothesis and validating it before moving on to the next unit.

There is an optional lesson following the first four days. The teacher may wish to use this "UFO" unit to reinforce the first four lessons on the mode of inquiry as a historian or as an evaluation of the students' skill in formulating a hypothesis, evaluating data, and reaching a valid conclusion. This particular optional unit is repetitive rather than enriching, but may be necessary to drive the problem-solving techniques home. It is interesting material for the students but does not deal with an incident of great historical weight. It may, therefore, be a good gimick to help the slower students understand the basic concepts of this unit.

Days III & IV - Lesson Plan

FORMULATING A HYPOTHESIS

Objectives:

1. To know the kinds of analytical questions to ask in order to formulate a hypothesis.

2. To know that these questions which a historian asks are a function of his frame of reference.

3. To know that historians develop hypotheses as starting points for investigations, gather evidence to support their hypotheses, and revise them with additional evidence from documents and artifacts.

4. To know the difference between a hypothesis and a fact.

5. To develop a hypothesis regarding the necessity of killing James Powell.

6. To develop first the analytical questions by which a historian would formulate a hypothesis about James Powell.

7. To be able to determine whether or not the evidence supports the hypothesis by evaluating it externally for consistency and internally in terms of who wrote it and what they said and why.

Materials:

1. Powell reading for homework, pp. 12-14
2. Powell handouts in class, pp. 14-20
3. "Digging of the Weans" - recording
4. Set of pictures of industrial revolution (ESI) for every four or five students.

In view of what we have discussed so far, what have we learned about historical analysis?

Review distinctions between fact and interpretation. Review the influence of the author's bias or frame of reference on the value of data.

Let us assume now that you have all of the necessary data in front of you and you wish to interpret it. What is your first step? Or ask what is a hypothesis?

Refer student to the introduction for a definition of Hypothesis. They should relate that it is a tentative answer around which the historian gathers information so as to make sense out of a mass of data.

Now that you have some data about Powell, what hypothesis can you form regarding the necessity of his being shot?

Encourage discussion and disagreement from the class. Force the students to prove their statements (hypotheses) by referring to specific evidence from the selections they have read either for homework today or two days before.

Why do we have difficulty answering this question definitely or agreeing upon an answer?

Not enough evidence. Biased first-hand accounts. Not enough data to validate any hypothesis. Students may raise questions asking teacher for more information. Don't answer them, but tell them there will be more evidence available later in the class period.

Are the answers to our initial questions regarding Powell a hypothesis? Why?

Yes. Students should reiterate the definition of a hypothesis found in the introduction and show how their hypotheses fit this definition. They should see that they have arrived at tentative answers to a question by gathering data to support that answer.

How did you go about organizing your data to arrive at a hypothesis?

This may not be clear and the teacher may have to explain or demonstrate the students' thought process. They should be led to see that they asked questions of the data to organize it and came up with a tentative answer to their initial question by reviewing the given data.

What kinds of questions did you ask?

Students may refer to questions at end of introduction to this reading. Ask where these questions came from. Questions come from a historian's frame of reference and therefore influence the way he gathers data and formulates a hypothesis.

What else would you want to know to prove your hypothesis?

Students should ask other relevant questions.

Can we develop a general list of questions which will help the historian in organizing data relating to any and all events?

Help the students to develop a general list of questions with which he can approach all historical situations.

In answering these questions, what are you really doing? Are the answers to these questions a hypothesis? Is a hypothesis factual or interpretive?

You are gathering factual information. The answers are facts or specific proof for the hypothesis. Interpretive.

Once you have arrived at a hypothesis, are you sure it is the right answer?

No. More or new evidence may appear at any time which would cause the historian to alter, revise, or throw out his initial hypothesis.

Divide the class into small groups and distribute handouts (further data concerning Powell - some groups should get pp. 15-17 and the others pp. 17-20 so that the groups have different data and may revise their hypotheses in different ways). Raise the initial question again - "Was it necessary to shoot Powell?" Ask students to reconsider the question on the basis of the new evidence you have given them and to revise their initial hypothesis.

After 10 minutes of group discussion, bring the class back to order. Ask each group to report on their decision and justify their conclusions on the basis of the new evidence.

What has happened to our original hypothesis?

It has been revised on the basis of new data.

Why did you have to revise your hypothesis?

New data brought other causal factors into the situation. A historian must consider multiple factors in forming a hypothesis. A complex event usually has multiple causes, all of which must be considered for accurate interpretation of the event or situation.

Are you sure we've got the right answer now?

No. Never definitely arrive at a final answer because new evidence may arise to make the historian change his hypothesis.

What limits to historical investigation are there?

A historian is bound by the amount of evidence available to him at the time and by the way he categorizes it.

Play the recording "Digging of the Weans" for the students. Why did this historian arrive at inaccurate conclusions?

This exercise should serve as a review of Day III. Students should point out the facts that this historian suffered from a lack of sufficient data, a disregard for multiple causation, and a rigid frame of reference which forced him to view the data incorrectly.

How did he formulate his hypothesis? What questions did he ask himself? How would you improve on his questions? Why did he ask one set of questions and you another? How did he try to validate his hypothesis? What was wrong with this procedure?

Get the students to reiterate the step-by-step procedure Bikel employed and to point out at each step his mistakes.

Now let's see how well you perform as historians. Divide class into groups (different from yesterday) and pass out photo essay to each group. Ask them to put the pictures in the correct order and explain why they did so. What story do these pictures tell?

Bring class back together and have each group report on the order they decided upon for the pictures. Have them justify their order and tell the story of the pictures.

What hypothesis did you arrive at in dealing with the pictures?

Have students state hypothesis about technology and validate it.

What are you using for evidence here?

Get students to see value of artifacts as well as documents in validating a hypothesis.

Are you now sure of your hypothesis? If you're not sure it's true, of what value is your hypothesis?

No. New evidence may cause us to revise it. But we have a starting point for further investigation.

APPENDIX G

Student Reactions

As was previously mentioned, students were given questionnaires which showed their reactions to the Project ABLE social studies curriculum. The questions asked were the following:

1. What did you like best this year?
2. What did you like least this year?
3. What would you eliminate for next year?
4. What would you be sure to include next year?
5. What would you change for next year and how?

The following are the responses of the students to the questionnaires provided:

1. There was no home work.
2. There was to much reading.
3. Make it shoter.
4.) Leve it the same but make it shorter.
5.

1. I liked best the beginning of the year but after the first half it got very boreing that is why I am going to the High School next year.
2. The long units on political systems and agriculture.
3. I really do not know, I think this program will not work out for most people the way it is now. I have no ideas.
4. The political and agricultural units.
5. Most all of the other units with new ideas or revived.

1. I liked most being able to work at my own speed and the units were fairly easy.
2. I did not like to always have to go down to see filmstrips and listen to records.
3. I would not have the units so long and have all the ficillities in the room.
4. I would leave out all the work out of books and have everything in the units.

5. I would have the same evalution.

1. I think that it is pretty good.
2. That we do the same thing every time.
3. More films and different things to do.
4. So much work
5. Everything else.

1. I didn't like anything about it this year and wish I was never put into it. It was a whole year wasted.
2. Generally everything (well explained in No. 1)
3. I would eliminate it altogether. More films if anything.
4. The reading, at least most of them, and the difficult units and the long ones.
5. The films and short units.

1. I like the no homework part the best it gave me freer weekends and more fun.
2. All the readings in book some of them you couldn't understand very well.
3. Combine all the readings into one and revise them so their understood better, some t.v. programs.
4. Some of the units that are just repeating themselves and I would leave them out.
5. The films and television programs and of the units.

1. The agriculture units were the most interesting.
2. Doing the same thing everyday is boring.
3. Make more units about the USA.
4. The Political Systems Units
5. The agriculture units.

1. The first unit on hypothesis was bout the best unit.
2. The revolutions units.
3. Put something in about <u>really</u> things. Things that are of interest to people and things that are related to happenings of today. Things that are happening in the news. Put all the "readings in the back of the units instead of using books.
4. <u>Take out</u> the <u>revolution</u> units.
5. Keep the James Powell Case, U.F.O., Economics, Agriculture. Put in an extra unit on drugs.

1. I thought it was pretty good because how good or bad I did working on my own it give me an idea of how fast or slow or what I like or dislike. And at different time I got carried on other subject which interest me.
2. Some or most of the unit were being kind of difficult to read and disinterest in it because it was about all the ancient day.
3. To bring the reading and material up to date.
4. I think agritud and revution to be put out because it was very boring to read and do.
5. I thought the Powell and Politica government was good except for Political should be brought up to more of a date.

1. There was a comforting atmosphere and not to much preasure concearning home work.
2. Some of the units are hard to comprehend and may be draged out to a great extent.
3. I would have more learning aid- movies, pictures etc... and less reading.
4. Some of the reading there pretty dry.
5. Just about the same thing as this.

1. It was the understanding that I liked most even if I didn't get a lot of test right I understood how our goverment works and everybody esles too!
2. Length of some units!
3. Shorter and more meaningful units!
4. The buyer and seller deal!
5. If we studied presidents and great dictators.

1. I could go as fast or as slow as I wanted to go, but learning every day.
2. When I was being forced to do something.
3. I would make the learning units more interesting to do.
4. Long boring units.
5. The units that are kneeded only.

1. Having the trial on the Powell case and acting it out.
2. Doing the units on agriculture.
3. Have more group things such as the Powell case, discussion on UFO's and college bowls.
4. The daily routing of just getting the books and working on them every day! Sometimes change it around so that we don't work on the books every day.
5. The discussions and the units in which you could relate it to what is happening know which is more important like UFO's, drugs, war, not other countries problems like the goverment or agriculture proplems.

1. Comparing the U.S.'s political system with the Soviet Union's political systems I also liked the trial at the beginning of the year.
2. Agricultural units were boring and you really didn't learn to much about it, but comparing the U.S.'s agriculture to that of Russia's was interesting.

3. Have more things that interest students like legalizing marywana or the Apollo something that is happening now not centuries back.
4. If it was up to me everything.
5. Something to the interest of everyone.

1. It was interesting and different from regular social studies classes.
2. The unit of UFO's was to short and should be lengthened.
3. By making some units just one big unit instead of several short ones like the first unit.
4. The Powell case and maybe ge some other articles to take its' place.
5. The whole course is good but I think a lot more on UFO's would make interesting.

1. No home work .
2. Some of the units were too long.
3. Take out a few unneccessary units like U.F.O.'s.
4. The U.F.O. unit and some of the film strips and records.
5. Everything but what was mentioned above.

APPENDIX H

References

REFERENCES

10th Grade

Studying History

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New York Times, July 17, 1964

Unit IV

New York Times, March 22, 1966

Unit V

Boston Globe, December 11, 1966

Economic Decision-Making

Unit IV

"Comparative Economic Systems" (filmstrip) McGraw Hill, No. 643102

Market Game

"Economic Life in the Soviet Union" (filmstrip) McGraw Hill, No. 693513

Urbanization

Unit I

"Cities, USA" (Guidance Associates) filmstrip

Unit II

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Unit III

Industrial Plan maps of Manchester (1775-1821 and 1851)

Unit IV

"Sources of Fever, 1796" Dr. Ferriar (1761-1815)

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References - 10th

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The U.S.S.R. and Communism - Ruder and Nelson

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Readings in World History - Staurianos

A&P - Communist China

Problems of Democracy - Bohlman and Bohlman

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A Global History of Man - Staurianos

Comparative Political Systems - text and A.V. Kit

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Harvard Social Studies Project

Negro Views of America

American Revolution

Rise of Organized Labor

The Immigrant's Experience

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American Foreign Policy - Scott Fores

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We Came to America - Frances Cavanaugh

Concerning Dissent and Civil Disobedience - Abe Fortas

APPENDIX I

3 Year Plan

The following list comprises the titles of the social studies units for grades ten and eleven plus a list of topics being considered for the twelfth grade. The specific topics have been chosen as vehicles for developing social studies skills and knowledges such as reasonable decision-making, the formation of realistic attitudes, and the clarification of personal values. These skills and knowledges are designed to facilitate the development of the student's intellectual processes of rational thought and analysis which are tangential to the evolution of his self-knowledge and self-development, both as a responsible citizen and as a human being. Although they do not directly produce a better power mechanic, such intellectual skills are thought to create a happier power mechanic.

PROJECT ABLE SOCIAL STUDIES

10th Grade--World Cultures	11th Grade--American History	12th Grade--Your Role in Society*
A mode of inquiry; the study of history	Clear Thinking	"Life-Career"--simulation game to develop self-concept
Economic decision-making	American economy	Consumer Game--to assist learning experience concerning problems and economics of installment buying
Technological advances Industrialization	Labor-Management relations	
Urbanization	Urban problems: Air pollution Slums	Cultural change--individual value clarification examining drug issues, morals, changing life styles
Minorities	Discrimination	
Agriculture		
Political decision-making	American foreign policy Legislative decision-making "The Game of Democracy"	Individual political responsibility within society
Nationalism Political Change	Revolution	Value and purpose of dissent--civil liberties
Diffusion	Immigration	

*A general topic outline; specific titles undecided.